

**THE INFLUENCE OF USING MIND MAP TOWARDS STUDENTS'
VOCABULARY MASTER AT THE FIRST SEMESTER OF
THE FIRST GRADE OF ISLAMIC MATYUM SOUTH
OF THAILAND IN THE ACADEMIC
YEAR OF 2017/2018**

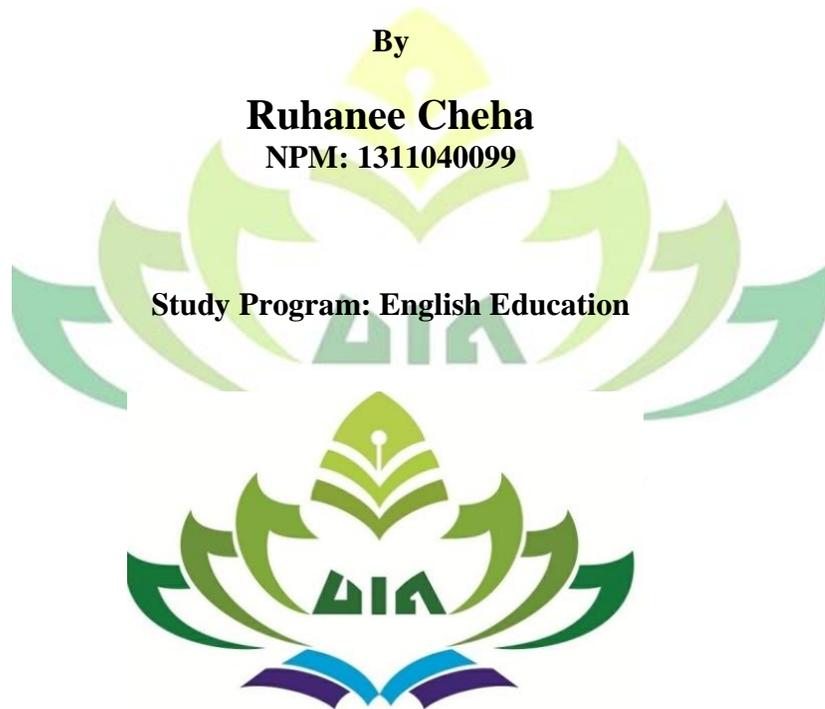
A Thesis

Submitted as a Partial Fulfillment of
the Requirement for S1-Degree

By

Ruhanee Cheha
NPM: 1311040099

Study Program: English Education



**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC
UNIVERSITY LAMPUNG
2018**

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**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC
UNIVERSITY LAMPUNG
2018**

ABSTRACT

THE INFLUENCE OF USING MIND MAP TOWARDS STUDENTS' VOCABULARY MASTER AT THE FIRST SEMESTER OF THE FIRST GRADE OF ISLAMIC MATYUM SOUTH OF THAILAND IN THE ACADEMIC YEAR OF 2017/2018

By
RUHANEE CHEHA

In teaching and learning process in the class, there are a lot of students who find some difficulties in learning English. One of the difficulties of students in English learning activity is vocabulary. The students' vocabulary mastery of the first grade of Islamic Matyum was still low. To solve this problem, the writer applied mind map, the objective of this research was to know the influence of using mind map towards students' vocabulary mastery. There were two variables in this research, the independent variable was mind map (X) and dependent variable was the students' vocabulary mastery (Y).

The research methodology used was experimental method. The writer dealt with two classes, they were an experimental class and a control class. In the experimental class, the writer used mind map, whereas in the control class the writer used memorization. Each class received the same pre-test and post-test. The population of this research was the first grade of Islamic Matyum South of Thailand. The samples of this research were 2 classes consisting of 66 students. The treatments were held in 3 meetings in which 2 x 45 minutes for each class. In collecting the data, the writer used instrument pre-test and post-test. The instrument was multiple choice. After giving the post-test, the writer analyzed the data by using SPSS to computed independent sample t-test.

From the data analysis computed by using SPSS, it was obtained that $Sig = 0.02$ and $\alpha = 0.05$. it means H_a is accepted because $sig < \alpha = 0.05$. therefore, there is the influence of using mind map towards students' vocabulary mastery at the first semester of the first grade of Islamic Matyum South of Thailand in the academic year of 2017/2018

Keywords : Mind Map, Vocabulary Mastery, Quasi Experimental Design.



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ADMISSION OF THESIS

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Board of examiners:

Moderator : Bambang Irfani, M.Pd

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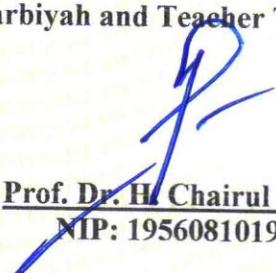
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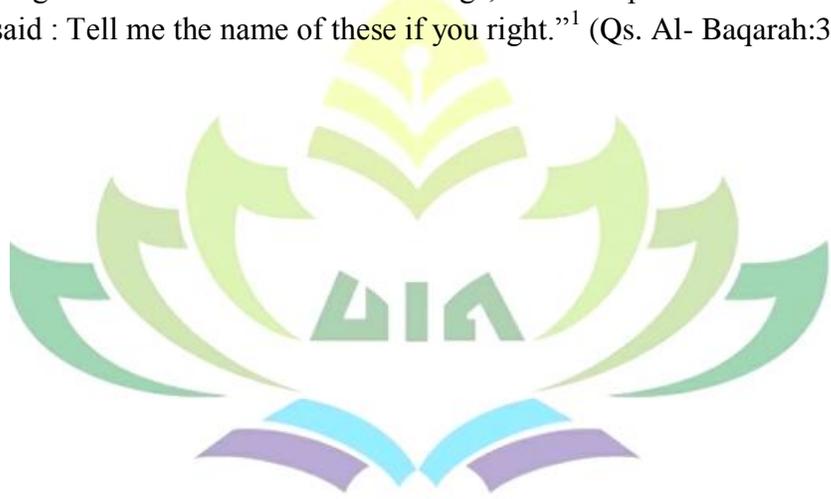

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MOTTO

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ

هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

“ And He taught Adam the names of all things; then He placed them before the angels, and said : Tell me the name of these if you right.”¹ (Qs. Al- Baqarah:31)

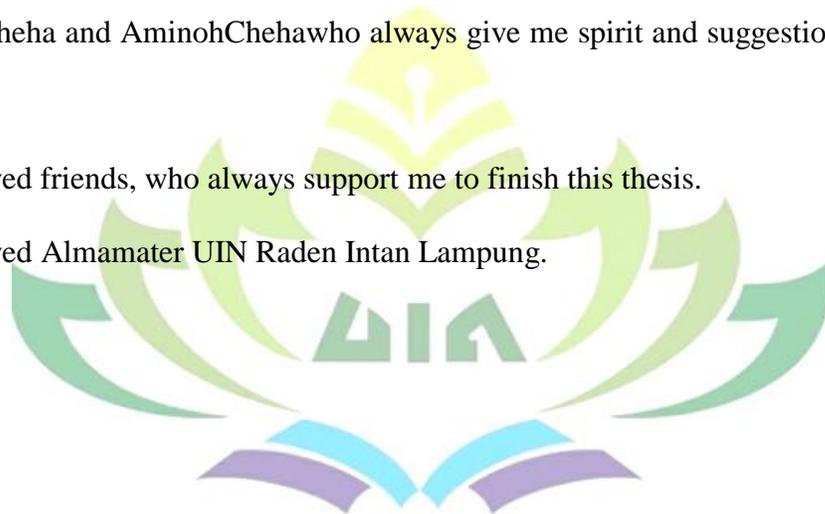


¹ Abdullah Yusuf Ali. *The holy Qur'an Text and Translation*, (Millat Book Centre: New Delhi,2006),p.1067

DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mrs Rokiyoh Dumeedaewho always pray for my success and give me motivation and support to study hard until now. I love them so much.
2. My beloved elder brothers, Nurdin Cheha, Abdullah Cheha, Ismail Cheha, Harun Cheha, and My beloved elder sisters, Nuriyah Cheha, Patimoh Cheha, Hasnah Cheha and Aminoh Chehawho always give me spirit and suggestion for my success.
3. My beloved friends, who always support me to finish this thesis.
4. My beloved Almamater UIN Raden Intan Lampung.



DECLARATION

Hereby, I state this thesis entitled “The Influence of Using Mind Map towards Students’ Vocabulary Mastery at the First Semester of the One Grade of Islamic Matyum South of Thailand in the Academic Year of 2017/2018” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.



RuhaneeCheha
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CURRICULUM VITAE

The writer's name is Ruhanee Cheha. Her nick name is Nee. She was born in Patani South of Thailand on November 20, 1993. She is the last of 9 children of Almarhum Muhammad Nur Cheha and Mrs. Rokiyoh Dumeedae. She has four elder brothers whose names are Nurdin Cheha, Abdullah Cheha, Ismail Cheha, Harun Cheha. She has four elder sisters whose names are Nuriyah Cheha, Patimoh Cheha, Hasnah Cheha, Aminoh Cheha.

She began her study at elementary school of SD Ban Yarang School in 2002 and graduated in 2007. Then, she continued at Junior High School of Ma'had Assaqofah Al-Islamiah (Islamic Matyum) in 2007. After she graduated from Junior High School in 2010, she continued her study at Senior High School at Ma'had Assaqofah Al-Islamiah (Islamic Matyum) in 2010 and graduated in 2013. After that she continued her study in State Islamic University of Raden Intan Lampung (UIN) as a student of English Study Program of Tarbiyah and Teacher Training Faculty.

During her study in State Islamic University of Raden Intan Lampung (UIN), she joined with organization is organization students Patani called PMMPI (Persatuan Mahasiswa Melayu Patani di Indonesia). She has joined since 2013 till now.

ACKNOWLEDGEMENT

Praise be to Allah, the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. The peace is upon to our prophet Muhammad SAW, as well as his family and followers. This thesis entitled “The influence of using mind map towards students’ vocabulary mastery at the first semester of the one grade of Islamic Matyum South of Thailand in the Academic year of 2017/2018” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University of Raden Intan Lampung (UIN). When finishing this thesis, the writer has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the writer would sincerely thank:

1. Prof. Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung.
2. Meisuri, M.Pd, the chairperson of English Education Study Program of State Islamic University of Raden Intan Lampung (UIN).
3. Iwan Kurniawan, M.Pd, the first advisor and Dewi Kurniawati, M.Pd, the second advisor, who has patiently guided and helped in correcting and giving countless time for the writer to finish this thesis well.

4. All lecturers of English Department of State Islamic University of Raden Intan Lampung (UIN) who have taught the writer since the beginning of her study.
5. Dr. Hj. Muhammad Hajiteh, the Headmaster of Islamic Matyum South of Thailand for allowing the writer to conduct the research.
6. English teacher of Islamic Matyum South of Thailand, Nuriyah Waechi, for being helpful during the research process and giving suggestion during the research and the students at the first semester of the one grade of Islamic Matyum South of Thailand for allowing to carry out the research in their institution and for giving the contribution and being cooperative while the writer was conducting the research there.
7. The writer's beloved friends; Samila Yearatee, Rusda Seena, Nurma Kalong, Asmat Doloh, Asma' Doni, Fatihah Mula, Fatihan Muleng, Patimoh Muleng, Zainab Cehwae, Ulfi Desfika thanks for your friendship and for all of the writer's friends of English Program of State Islamic University of Raden Intan Lampung (UIN), especially B Class thank you for your help and motivation that given to writer.
8. The writer's beloved Organization (PMMPI); Thanks of all to always give motivation and suggestions.

Finally, it has to be admitted that nobody is perfect and the writer is fully aware that there are still many weaknesses in this thesis. Therefore, the writer sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis. Furthermore, the writer expects that the thesis is useful for the writer particularly and the readers generally, especially for those who are involved in English teaching profession.



Bandar Lampung, 2018

The writer,

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is one of the most important things in communication and it is used as a tool of communication among the nations all over the world. As an international language, English has an important role in international life and has many relationships with various aspects of life owned by human being. Allah has explained in the Al-Qur'an suruh Ar-Rahman ayat 1 to 4:

الرَّحْمَنُ ۝ عَلَّمَ الْقُرْآنَ ۝ خَلَقَ الْإِنْسَانَ ۝ عَلَّمَهُ الْبَيَانَ ۝

“1. The most Beneficent (Allah) 2. Has taught (you mankind) the Qur'an (by his Mercy) 3. He created man 4. He taught him eloquent speech.” (Ar-Rahman 1-4).²

Based on Quran verses above, it can be seen that language is a skill that given to human from God. This statement is supported by His firman that He created human with the knowledge and language skill. And it can be seen that in order to interact with other, human can use many ways to convey their ideas and intentions

²Abdullah Yusuf Ali. *The holy Qur'an Text and Translation*, (Millat Book Centre: New Delhi, 2006), p.1067

such as voice, gesture, and symbols. Thus, a human can interact either oral, written and gesture to express our feelings. Language is very important in our life because language is a tool to be used, not only for the communication among people but also for getting knowledge, technology and culture by using its language.

English is one of the subjects that should be learned by students. Students who want to use English are required to master language components; such as structure, vocabulary, and pronunciation. Learning vocabulary is very important since vocabulary is an important thing in communication. That is why everybody who learns English or a certain language should know the words. The mastery of vocabulary can support them in speaking when they are communicating to people, write and translate the meaning of words. If they do not know the meaning of words, they will not be able to speak, write and translate anything in English. Based on that statement, can be concluded that vocabulary is a basic need in communication. The mastery of vocabulary is very important because it will be considered the students in the teaching learning.

Vocabulary is the basic building block of language, it is desirable and necessary to develop methods of learning and remembering words more easily.³ It is clear that

³ Tony Buzan, *Use your memory*, (London : Great Britain 1986), p.127.

vocabulary is a fundamental requirement to influence students' achievement in studying English.

Based on the result of preliminary research through interviewing the English teacher of Islamic Matyum, Nureeyah Waechisaid that the students have difficulties to memorizing vocabulary. It was caused by their low vocabulary mastery and the teacher also said that in teaching vocabulary used memorization technique. The writer also had interviewed some students. They said that they felt bored when they were taught English in the classroom. Because the English teacher who did not use an interesting technique. The students' vocabulary score can be seen in the table below:

Table 1
The Student's Score of Vocabulary Mastery of the first grade of Islamic Matyum South of Thailand in the Academic year of 2017/2018.

No	Score	The Number of Students	Percentage
1	≥ 75	98	36%
2	< 75	174	64%
	Total	272	100%

Source: Documents of the student's score of vocabulary test of the first grade of Islamic Matyum

Based on the table above, it can be concluded that 64% students got <75 score. It means that the students' vocabulary is needed to be increased, because IslamicMatyumKKM score is 75. The writer assumed that most of the studentshavelow vocabulary. The writer realized that the studentsneed a new technique in the teaching and learning English especially vocabulary.In teaching and learning vocabulary the English teacher must leave the distant technique and changed into new technique in teaching vocabulary like using mind maptechnique. By using a new technique, students will be more interested in English learning and also they will be easier to improve their vocabulary mastery.

Mind map is a creative way for individual students to generateideas, record learning, or plan a new project. Amind map can be drawn during the brainstorming session and act as a livingreference while the group works.

The First previous research has been done by Winanda at tenth grade students' of MA HM tribakti kediriacademic year 2014/2015 and the tittle : The effectiveness of using mind map techniquesto the students' reading comprehensionin narrative text showed that there was theimprovement of the average score after thetreatment. The highest score increasedbecome 90. It means that there was asignificant improvement of the students'reading comprehension after being taught byusing mind map technique.

The second previous research has been done by Indra at the tenth grade of SMA Negeri 1 Susukan Kabupaten Semarang academic year 2013 and the title : The use of mind map technique to improve students' ability in writing procedure text showed that the average of the students' writing tests were: pre-test (57.78), writing test of the second cycle (63.214), and the post-test (80.81). It can be said that mind map was appropriate for them to maximize their ability in exploring ideas and using their imagination while they produce a procedure text.

Based on previous research of Winanda, using mind map technique to the students' reading comprehension in narrative text and previous of Indra, using mind map technique to improve students' ability in writing procedure text meanwhile the writer used mind map towards students' vocabulary mastery.

Based on the explanation, the writer tried to apply new technique related with students' mind in English teaching and learning. Hopefully can improve students' vocabulary mastery. That is the reason why the writer has chosen the title of this thesis: The influence of using mind map towards students' vocabulary mastery at the first semester of the first grade of Islamic Matyum South of Thailand in the academic year of 2017/2018.

B. Identification of the Problem

Based on the background of the problem, the writer identified the problems as follows:

1. Students are difficult to memorize vocabulary.
2. Students are vocabulary score still low.
3. The students feel bored when they are learning English in the classroom.

C. Limitation of the Problem

In this research, the writer focused on the influence of using mind map towards students' vocabulary mastery at the first semester of the first grade of Islamic Matyum South of Thailand in the academic year of 2017/2018.

In teaching vocabulary the writer used the noun and the theme of vocabulary to be focused were my home, my body and the animal kingdom that were appropriate with the syllabus at the first semester of the first grade of Islamic Matyum South of Thailand in the academic year of 2017/2018.

D. Formulation of the Problem

Based on the background above, the writer formulated the problem as follows of this research: is there any influence of using mind map towards students' vocabulary

mastery at the first semester of the first grade of Islamic Matyum South of Thailand in the academic year of 2017/2018?

E. Objective of the research

The objective of the research was to know whether there is any influence of using mind map towards students' vocabulary mastery.

F. Use of the research

1. Theoretically: The result of this research are expected to enrich the previous research about the use of mind map toward vocabulary in teaching.

2. Practically: The writer expects that there are some uses of the research as follows:

a. For the students

By using mind map, it is expected that the students are more interested in learning English, so that their English vocabulary will develop and it will give positive effect on thier English achievement.

b. For teacher

By using mind map, the teacher can improve their creativity in teaching process so that the goal of learning can be achived.

c. For school

It is expected that this research can provide useful input in improving the quality of learning at school.

G. Scope of the research

1. Subject of Research

The subject of the research was students at the first semester of the first grade of Islamic Matyum South of Thailand in the academic year of 2017/2018.

2. Object of Research

The objects of research were mind map and students' vocabulary mastery.

3. Place of Research

The research was conducted of Islamic Matyum South of Thailand

4. Time of research

The research was conducted in the first semester of the first grade of Islamic Matyum South of Thailand in the academic year of 2017/2018.

CHAPTER II

REVIEW OF RELATED THEORY

A. Definition of Vocabulary

We need language to communication, without language it will be impossible for human being to express their ideas and to understand what others say. Vocabulary can help students in speaking, writing, listening and reading, because by having enough vocabularies, there will be less difficulties in comprehending the text and in expressing ideas in speaking and writing.

Based on Hatch and Brown, vocabulary is a list of words for a particular language or list or set of words that individual speakers of language might use.⁴ Moreover Harmer states that if language structure make up the skeleton of a language, then it is vocabulary that provides that vital organs and the flesh.⁵ Therefore, it is clear that one of the important parts of element language is vocabulary.

Based on Kamil and Hiebert, vocabulary is a set of words for know is the meanings when we speak or read orally and the set of words also that an individual can use

⁴Hatch, E. And Brown, C, *Vocabulary, Semantic and Language Education*, (Cambridge:Cambridge University Press,1995), p.88

⁵Jeremy Harmer, *The Practice of English Language Teaching*, (New York : Longman, 1991), p.241

when writing.⁶It can be said that before we are able to communicate well, we should have a large number of words.

In learning vocabulary automatically we have to know the meaning of word itself and can use it in sentences. As Kamil and Hiebert said “Generically, vocabulary is the knowledge of meanings of words”.⁷

Vocabulary is one of the most important aspects in language teaching, beside grammar and pronunciation means that vocabulary cannot separated from the teaching of English. Differently, someone always needs vocabulary to communicate effectively or express his ideas in both oral and written form.

Language is formed by word if there are no words there will be no language. According to Thornbury “All language has words. By having adequate vocabulary, one will be able to communicate to other people and express his idea clearly and easily”.⁸ Therefore, a language is formed by words, so we can make our commucation well. We will share our point to our partner of speaking easily.

Based on the theories above, it can concludes that vocabulary is a list of words that has meaning and form to know the meanings when we speak or read orally.

³Elfrieda h. and Michael I. Kamil , *teaching and learning vocabulary :bringing research to practice*,(new jersey : Mahwan publisher, 2005), p.3.

⁴Elfrieda h. and Michael I. kamil, Ibid. p.3.

⁸Scott Thornbury, *How to Teach Vocabulary*, (England: Longman, 2002), p.1

B. Aspect of Vocabulary

Based on Harmer there are some aspects of vocabulary that should be taught or mastered by students in learning foreign language, they are as follows:⁹

1. Word meaning

The least problematic issue of vocabulary, it would seem, is meaning. As states by Harmer wordmeaning include:

a) Polysemy

Polisemy are only resolved when we see the word in context, that allows to say which meaning of word in the particular instance is being used. For example: the house is at the foot of the mountains.

b) Antonym

The term antonym is used for opposite meaning of word. For example: "full" is an antonym of "empty".

⁹Jeremy Harmer, *The Practice of English Language Teaching*, Cambridge: London.1998.
p.18

c) Synonyms

It means that two or more words have the same meaning. For example: the synonym of smart is clever, bright may serve as the synonym of intelligent.

d) Hyponyms

It means Items that serve as specific examples of a general concept. For example: the animals are dog, cat, and horse.

e) Connotation

A less obvious component of the meaning of an item is its connotation. The association, positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition. Connotation is the communication value as expressed by virtue of what it refers to, over and above its purely conceptual content. For example: “slim” has favorable connotation, while “thin” has unfavorable; so that one could describe something as “slim body” not “thin body”.

2. Extending Word Use

Words do not just have different meanings, however. They can also be stretched and twisted to fit different contexts and different uses. We say that someone is in a black mood or someone is yellow, yet we are not actually describing a color. In such

context black and yellow mean something else. It is frequently stretched through the set of metaphorical and idiom use. For example: “as sick as parrot” this idiom expression become so widely used that it begin to irritate everybody, except, perhaps.

3. Word combinations

Although words can appear as single item which are combined in a sentence. (*The mongoose bit the snake*), they can also occur in two or more items groups (*The normally lightning-quick reactions of the reptile let it down*). They often combine with each other in ways which component speakers of the language recognize instantly, but which other often find strange. The kinds of word that go together in one language are often completely different from the kinds of word which live together in another.

4. Word grammar

The last is about word grammar which is employed by distinguishing the use of word based on the use of certain grammatical patterns such as noun, verb, adjective, adverb, etc. We make a distinction between countable and uncountable nouns. The former can be both singular and plural. We can say one chair or two chairs, etc.¹⁰

From those statements, it can be concluded there are aspects of vocabulary. They are word meaning, extending word use, word combination, and word grammar. In this research the writer focused on the word meaning and extending word use.

¹⁰Jeremy Harmer, *Ibid*.p.18-21

C. Type of Vocabulary

Vocabulary has some types that need to be learnt. There are types of vocabulary that are explained by experts. One of the explanation is explained by Thornbury. He explained that there are eight types of vocabulary, There are: a. Adverb b. Adjective c. Noun d. Verb e. Pronoun f. Preposition g. Conjunction h. Determiner.¹¹

1. Adverb

There are some definitions of adverb that proposed by the expert. Frank states that adverbs are words that describe or modify verbs, adjective, and other adverb.¹² While Howard states that adverb Adverbs are words that tell you more about verbs, adjectives and other adverbs.¹³

From the statements before, it can be concluded that adverb is a word that modify verbs, adjective, and other adverbs and words that tell you more about verbs, adjectives and other For example : Carefully, nicely, really, softly, slowly.

b. Adjective

There are some definitions of adjective that proposed by the experts. Frank states that adjective is modifier that has the grammatical property of comparison.¹⁴ While

⁸ Scott thornbury, *Op.Cit*, p. 4.

⁹ Marcella frank, *Modern English a practical reference guide*, (New York university: prentice hall inc, 1972), p.141.

¹⁰ Howard Sargeant, *Basic English grammar for English language learners*, (United states, 2007), p. 95

¹¹ Marcella frank, *Op.Cit*, p. 109.

Burgmeier and Arline says that adjective is modifies or describes nouns and specifies size, color, number, and other characteristics.¹⁵

From the statements before, it can be concluded that adjective is a word that describe noun and has the grammatical property of comparison and modifies or describes nouns and specifies size, color, number, and other characteristics. For example: beautiful, fat, comfortable, short and perfect.

c. Verb

There are some definitions about verb that proposed by the experts. Frank states that verb is the most complex part of speech.¹⁶ While Burgmeier and Arlinesays that verb is shows action or a state of being.¹⁷

From the statements before, it can be concluded that verb is the most complex part of speech and shows action or a state of being. Example: run, tell, stand and sing.

d. Noun

There are some definitions about noun that proposed by the experts. Frank states that noun is one of the most important parts of speech.¹⁸ While Burgmeier and Arlinestatesays that noun is refers to a person, place, animal or thing.¹⁹

¹²Burgmeier and Arline, *lexis : Academic vocabulary study*, (New Jersey: Prentice hall , 1936), p.249.

¹³ Marcella frank, *Op Cit*, p. 47.

¹⁴ Burgmeier, arline, *Op Cit*, p. 194.

¹⁵ Marcella frank, *Op Cit*, p. 6.

¹⁶ Burgmeier and arline, *Op Cit*, p.193.

From the statements before, it can be concluded that noun is one of the most important parts of speech to refers to a person, place, animal or thing. Example: child, school, book, knowledge, students, and tiger.

e. Pronoun

There are some definitions about pronoun that proposed by the experts. Howard states that pronoun is a word that takes the place of a noun.²⁰ While Altenberg and Robert says that pronoun are words that replace nouns in a sentence.²¹

From the statements before, it can be concluded that pronoun is a word that takes the place replace nouns. For example: she, he, they and we.

f. Preposition

There are some definitions about prepositions that proposed by the experts. Howard states that prepositions are words that show a connection between other words.²²

While Altenberg and Robert that prepositions are words, usually small, that typically indicate information about direction, location, or time.²³

From the statements before, it can be concluded that preposition are words that show a connection between other words and typically indicate information about direction, location, or time. For example: at, from, in, on, and to.

¹⁷ Howard Sargeant, *Op Cit*, p.24

¹⁸ Evel YN P. Altenberg and Robert M.Vag, *English grammar understanding the basis*, (Cambrige : University Press), 2010, p. 81

¹⁹ Howard Sargeant, *Op. Cit*, p. 101

²⁰ Evel YN P. Altenberg and Robert M.Vag, *Oo.Cit*, p. 65

g. Conjunction

There are some definitions about conjunctions that proposed by the experts. Howard says that conjunctions are words used to link words, phrases or clauses.²⁴ While Altenberg and Robert says that conjunctions are connectors that join words, phrases and sentences together.²⁵

From the statements before, it can be concluded that conjunctions are words used to link words and connectors that join words, phrases and sentences together. For example: I saw Mary and John at the store, I thought that he was crazy.

h. Determiners

There are some definitions about determiners that proposed by the experts. Howard states that determiners or noun signals, are special adjectives used before nouns.²⁶ While Altenberg and Robert says that determiners are words that can occur directly before a noun, tell us a bit more about that noun, and introduce it.²⁷

From the statements before, it can be concluded that determiners are special adjectives used before nouns and words that can occur directly before a noun. For example: I milked the cow, John has more money.

D. Concept of Vocabulary Mastery

²¹Howard Sargeant, *Op. Cit*, 109

²²Evel YN P. Altenberg and Robert M.Vag, *Oo.Cit*, p. 69

²³Howard Sargeant, *Op. Cit*, 44

²⁴Evel YN P. Altenberg and Robert M.Vag, *Oo.Cit*, p. 45

Vocabulary mastery has an important role in English. Knowing a lot of words are important because the more words we know, the better chance to understand. Based on Cameron, “Vocabulary is central learning of a foreign language”.²⁸ Vocabulary mastery is one of components to master English as a foreign language in elementary, intermediate, and advanced levels.

Vocabulary mastery becomes one of the requirements for people to speak a language, without it we cannot say anything. Therefore, students need to learn vocabulary of language. Even though, vocabulary is not the only one component that students must have, it is undeniable that vocabulary becomes one of important component in developing language.

As stated by Kamil and Hiebert, “Vocabulary is knowledge of meanings of words”²⁹ Therefore, all of knowledge of words is vocabulary. If we are having good enough of vocabulary, we will be able to communicate to other people and express our idea clearly and easily.

²⁵ Lynne Cameron, *Teaching language to young learners*.(Cambridge: Cambridge University press, 2001), p. 72.

²⁶ Elfrieda h. and Michael I. Kamil, *Op. Cit*, p.3

As reported by Guskey and Anderman, “Mastery is a term that all educators use and believe they understand well.”³⁰Therefore, mastery is the competence to understand and apply something learnt.

Based on statement above, it can be concluded vocabulary is one component should be mastered, without having adequate vocabulary learner will not be able to master the language skills.

E. Concept of Teaching Vocabulary

In teaching vocabulary, the teacher has responsibility to make he/she teaching successful. Teaching vocabulary is clearly more than just presenting new words. Teacher has to be careful in selecting the vocabulary that he/she will teach.³¹Both students and teacher need to know how it talk about language at various points during learning and teaching.³² This is not only so that teacher can explain and student come to understand, but the teacher know what going to correct it. This mean the teacher should know what he/she wants to teach in order to make studets understand easily.

Therefore, the teacher should decide how to teach vocabulary in the class, Based on Thornbury, “There are five factors related to teaching set of words that have to be considered by the teacher:

²⁷Thomas r. Guskey and Eric m. Anderman, “*In using of a useful definition of mastery*”.journal education leadership, volume. 71 number. 4 (December 2013/ January 2014), p.1.

²⁸Michale Wallace, *Teaching Vocabulary*,(London: British Library, 1982), p.83

²⁹Jeremy Harmer,*Op Cit*, p. 34.

1. The level of the learner.
2. The learner likely familiarity with words.
3. The difficulty of item.
4. Their teaching ability.
5. Whether items are being learned for production (in speaking and writing) or for recognition only (in listening and reading).³³

From the statements above, the students have different level and teacher encourages their students to gain success in learning the language. The technique or media might be one of their motivation and interesting in teaching language.

In teaching vocabulary, the students will know that some words seem easier to learn than others. There are six factors that make some difficult than others, they are: pronunciation, spelling, length and complexity, grammar, meaning, range, connotation, and idiomaticity.³⁴ Those are can be describe as follows:

1. Pronunciation: Research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners.

³⁰ Scott Thornbury. *Op Cit.* p.75-76.

³⁴ Scott Thornbury. *Op. Cit.* p.27-28.

2. **Spelling:** Sound- spelling mismatches are likely to be the cause of error, either or pronunciation or of spelling, and can contribute to a word's difficulty. Words that contain silent letters are particularly problematic.
3. **Length and complexity:** Long word seem to be not more difficult to learn than short ones. Dealing with complex words also tends to be more difficult than the simple one.
4. **Grammar:** Also problematic is the grammar associated with the word. Grammar of phrasal verbs is particularly troublesome. Some phrasal verbs are separable, but others are not.
5. **Meaning:** When two words overlap in meaning, learners are likely to confuse them. Words with multiple meaning can also be trouble some for learners.
6. **Range, connotation, and idiomaticity:** Words can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. Uncertainty as to the connotations of some words may cause problems too. Words expressions that are idiomatic will generally be more difficult than words whose meaning is transparent.³⁵

Based on the theories above can be concluded that teaching vocabulary is Teaching learning vocabulary need the right technique to be used in order to make it successful.

³⁵Scott thornbury.*Op. Cit.*p.27-28.

F. Concept of Mind Map

1. Definition of Mind Map

Based on Buzan, “The Mind Map is a powerful graphic technique which provides a universal key to unlocking the potential of the brain.”³⁶Therefore, mind map is the result of thinking brain expression.

As stated by Mapman, “Mind map is when an idea, word, or concept is explored through a diagram”.³⁷ Mind map is a key to unlocking facts, ideas and information and also to releasing the true potential of your amazing mind.³⁸Therefore, mind map is an easy technique for helping process thinking if have an ideas or information can organizing through mind map.

Mind map a good approach for supporting students with organizing ideas; they also find it a great asset for teaching. It is a great tool to organize the thought processes of

³³Buzan Tony, *The mind map book:how to use radiant thinking to maximize your brain's untapped potential* ,(London:BBC books,1993), p.59.

³⁴Michelle mapman, *Op Cit.* p. 8.

³⁵Buzan Tony, *The buzan study skills handbook: the short cut to success in your studies with mind map, speed reading and winning memory technique*, bbcactice, p. 138.

their students when memorize vocabulary. Mind map is a highly effective way of getting information in and out of your brain.

Hillar says, “Mind map is considered a brainstorming technique out of which we obtain desired results or even extraordinary ones.”³⁹Therefore, mind map is like brainstorming, the result of this technique will be amazing.

By using this technique be consistent, the students must express their own words according to their knowledge and experience. Mind map technique refers to teaching technique using mind map as a tool to represent students’ understanding by using words, picture with color and symbols in a hierarchical or tree branch format. The students can use this technique for making sentence, paragraph, and producing idea and thought. However, the students automatically have developed their vocabulary.

Based on experts’ opinion above, it can be concluded that mind map is an expression of the human mind for making maps out the ideas which is creativityto understand and remember.

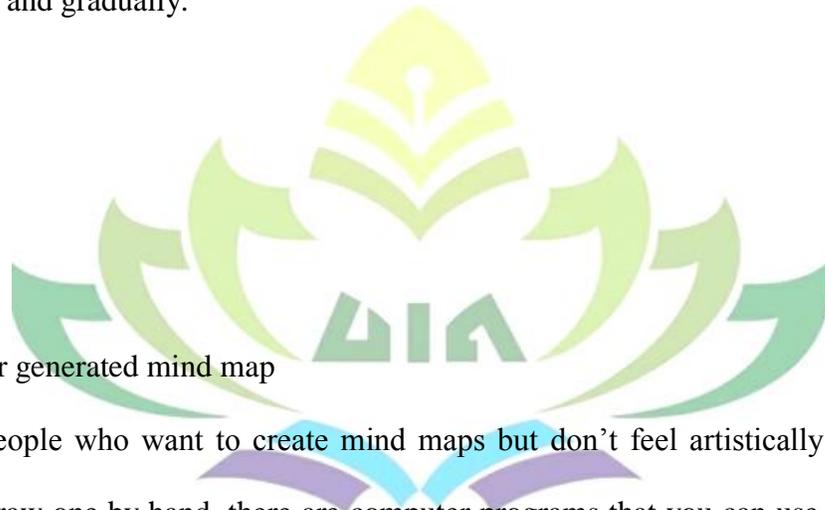
2. Types of Mind Map

³⁶Silvina p. Hillar, *Mind map with freemind*, (packt 2012), p. 6.

Mind maps can address a variety of topics and can take on a variety of forms, there are two formats that will be used to create them. Either the mind map will be hand drawn or it will be computer generated.

a. Hand drawn mind map

Some mind maps are drawn by hand in the moment. These often happensomewhat on the fly in a class or workshop environment. They can also be drawn more thoughtfully and gradually.



b. Computer generated mind map

For those people who want to create mind maps but don't feel artistically inclined enough to draw one by hand, there are computer programs that you can use to create them as well.⁴⁰

Based on the theories above types of mind map have two formats. There are hand drawn mind map and computer generated mind map. In this research the writer used hand drawn mind map.

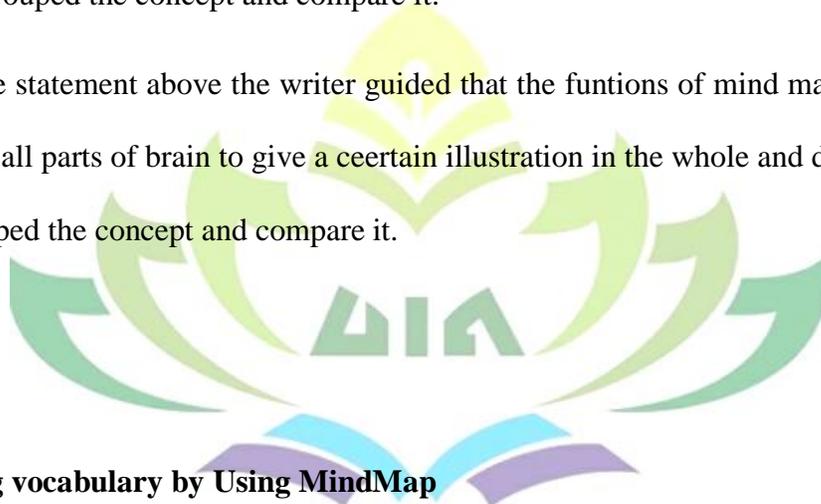
³⁷Michelle mapman, *Op Cit.* p. 53-54.

3.Functions of Mind Map

Based on Michalko, there are some funtions of mind map, these are:

- a. To make active all parts of brain.
- b. To make people (learners) be focus in the main topic.
- c. To help show the relation among parts of information that mutual separated.
- d. To give a certain illustration in the whole and detail.
- e. To help grouped the concept and compare it. ⁴¹

Based on the statement above the writer guided that the funtions of mind maps are to make active all parts of brain to give a ceertain illustration in the whole and detail and to help grouped the concept and compare it.



G. Teaching vocabulary by Using MindMap

Vocabulary is central to language and of critical importance to the typical language learner. Teaching vocabulary by using mind map will increase vocabulary student in junior high school and will be used at senior high school. Therefore, to help students enlarge their vocabulary has become one of the most important tasks English teachers have to fulfill in their English Teaching.

³⁸Prayuni, “*Improving students’ vocabulary mastery in using mind map*” English department of education faculty state Islamic studies institute (stain), salatiga,2011), p. 26.

Because of learning style differences between students, it is important for teacher to know various method, technique, and strategies in their teaching. Therefore they can create a good atmosphere in teaching learning process by applying the appropriate one.

By considering the reasons above, the writer uses a mind map technique in teaching vocabulary. The writer thinks that mind map as a technique in teaching English vocabulary is very appropriate applied in senior high school, particularly for adolescent learners where it uses color, images or symbol in learning. Adolescent learners, thus, will be interested in learning vocabulary. Teaching and learning vocabulary by using mind map requires students to be more active, creative and keep exploring their potential.

Mind map can help a thinking tool for learning and thinking. Its use, first write down the basic concept of demand, and then radiated from it associated ideas and thinking trends. He passed allows users to use their own way of thinking to approach the center of attention, and then slowly to identify and draw the associated branch. Derived from the explanation above mind map is actually a way to use segmentation knowledge framework to help us understand and remember information in a way.

H. Procedure of Teaching Vocabulary by Using MindMap

The English teacher was used mind map as the technique in teaching new vocabulary and used it as the tool to measure the students' abilities in memorization the vocabulary items. Adapted from Mamura's theory, there are eight steps done by the English teacher when teacher present the vocabulary items by using mind map:

1. The teacher gives explanation to the students about the material to be learn.
2. The teacher gives a certain word and write in the board. The words releven with the material.
3. Explaining the meaning of words.
4. Presenting English vocabulary by using mind map.
5. Explaining the central idea or word and its relationship with other ideas words.
6. Pronouncing the words.
7. Checking the students' understanding about the vocabulary by using mind map.
8. Memorize words by using mind map.⁴²

I. Advantages of using Mind Map

There are some advantages of using mind map:

³⁹PutriZikoMamura, "The use of mind map to improve vocabulary mastery", English Education program faculty of languages and arts state university of Yogyakarta, (Yogyakarta,2011), p. 62-67.

1. They automatically inspire interest in the students, thus making them more receptive and co-operative in the classroom.
2. They make lessons and presentations more spontaneous, creative, and enjoyable, both for the teacher and the students.
3. Rather than remaining relatively rigid as the years go by, the teacher's notes of rapid change and development, the teacher needs to be able to alter and add to teaching notes quickly and easily.
4. Because mind maps present only relevant material in a clear and memorable form, the students tend to get better marks in examinations.
5. Unlike linear text, mind maps show not just the facts but the relationships between those facts, thus giving the students a deeper understanding of the subject.
6. The physical volume of lecture notes is dramatically reduced.⁴³

J. Disadvantages of using Mind Map

Eppler says in Davies that there are some disadvantages of mind map in teaching writing, they are as follows:

1. A disadvantage of mind map is that the types of links being made are limited to simple associations.

⁴⁰ Tony Buzan, *Op.Cit.* p. 232-233.

2. Absence of clear links between ideas is a constraint. Mind map have been said to be idiosyncratic in terms of their design, often hard for others to read; representing only hierarchical relationships (in radial form);inconsistent in terms of level of detail; and often too complex and missing the “big picture”⁴⁴

K. Memorization Technique

1. Concept of Memorization Technique

Inherent in the learning of a foreign language is the learning of a large number of words. To make a large number of words we have to memorizing words. In this condition, memorization technique is the most effective ways to learn a language. Memorization technique is a techique is used to enrich vocabularies in learning a language.⁴⁵ It means that in learning a language espicially English we need to master and make a lot vocabulay. This technique is a simple technique to enrich vocabulary, but it has to concern on meaningful context, situational context, and textual context. Based on the those explanation, it can be concluded that memorization technique is the one of ways to enrich vocabulary mastery that makes students have a lot of vocabulary without forgetting of word.

⁴¹ Martin Davies. *Concept Mapping, Mind Map and Argument mapping: what are the Differences and Do They Matter?*, (2010),p.5

⁴²Jan-Arjen Mondria, “ *Efficiently Memorizing Words*”, 22, (Great Britain,August 1994), p.1

2. Procedure of Teaching Vocabulary through Memorization Technique

This is the procedure to teach vocabulary use memorization technique:

- a. Add another write step for all the words you could not remember first time round, then start again and repeat. The list of words you can not remember should get smaller every time.
- b. Satisfy your aural learning style through the version write, mumble, cover, repeat – speaking out each target language word every time. Or record them all and listen back to the vocabulary list a few times.
- c. Colour code your list, for example, to highlight different genders or word types.⁴⁶

3. Advantages of Memorization Technique

There are some advantages of memorization technique:

- a. Enrich learners' vocabulary.
- b. The technique is easy to learn.
- c. It can be learnt in formal way and informal way.
- d. It can be learnt without a lecturer.⁴⁷

⁴³Hilgard Ernest R., *Rode Memorization, Understanding, and Transfer an Extension of Katona's Card-Trick Experiments* (Journal of Experimental Psychology, 46 (4): 288-29) Accessed on May 12 th 2016

⁴⁴Jan-Arjen Mondria, *Op.Cit*, p.47

4. Disadvantages of Memorization Technique

There are some disadvantages of memorization technique:

- a. The degree of difficulty of the words to be learned rather varies.
- b. The knowledge of vocabulary strongly differs from learner to learner.
- c. The order in which words are listed often wrongly offers help in remembering.
- d. In the course of time knowledge of vocabulary decreases. if it is not reactivated from time to time.⁴⁸

L. Frame of Thinking

In teaching and learning English we must teach using appropriate technique and media in order to ease the students to memorize and enjoy, to make it firstly we make students interesting in teaching learning.

⁴⁵Jan-Arjen Mondria, *Op.Cit*, p.48

To facilitate teacher in achieving learning and teaching success, learning theory is necessary, as a principle in teaching and learning activities. So that teacher can bring students to actively, highly motivated, creative and innovative.

Correspondingly, the mind map as a learning technique in studying foreign language is an effort to develop vocabularies aimed to understand the target language and to communicate ideas naturally, meaningfully and assertively. This occur because mind map use words that contain only the information necessary to understand the text. These words then we know as the keywords consisting of noun and verb and occasionally adjective and adverb.

Therefore in mind map technique, the teacher should act as facilitator, mediator, and motivator, and provide opportunities for students to express their ideas. The students should become a subject who actively organize and create a mind map according to his understanding. The better mind map are created (that contain a lot of information) then it can be knows that the students understanding of vocabulary is also good.

In teaching vocabulary, an English teacher should be able to help students to memorize the words. Therefore, the teacher should have such kind of technique to make the studentwas interested and have motivation in learning English. The teacher must prepare the materials and use suitable technique in teaching and learning vocabulary. In this case, the teacher can help the students by using “mind map” in

teaching vocabulary. By using “mind map” in teaching vocabulary, the writer hopes that the students can be more active, interested, creative, and highly motivated in learning English.

M. Hypothesis

Based on the frame of thinking above, the writer formulated the hypothesis of the research as follows:

H_o = There is no significant influence of using mind map towards students' vocabulary mastery at the first semester of the first grade of Islamic Matyum South of Thailand in the academic year of 2017/2018.

H_a = There is a significant influence of using mind map towards students vocabulary mastery at the first semester of the first grade of Islamic Matyum South of Thailand in the academic year of 2017/2018.

CHAPTER III

RESEARCH METHODOLOGY

A. Research design

In this research, the writer used experimental research. According to Creswell experimental design is the traditional approach to conducting quantitative research.⁴⁹ According to Sugiyono, experimental research is a research method used to looking for the influence of a certain treatment towards others in a controlled condition and this research there is treatment.⁵⁰ He also states “There are four kinds of experimental design, namely: Pre experimental, True experimental, Factorial experimental, and Quasi experimental”.⁵¹ Particularly, in conducted this research the writer used quasiexperimental are similar to randomized experimental design in that they involve manipulation of an independent variable but differ in that subject are not randomly assigned to treatment groups.⁵² It means that the writer chose quasi experimental design because the writer random the class.

⁴⁹John W. Creswell, *Educational Research : Planning, conduting and evaluating quantitative and qualitative research 4thed*, (Boston: Pearson Education, 2012), p. 294.

⁵⁰Sugiyono, *metode Penelitian Pendidikan (pendekatankuantitatif, dan R & D)*, (Bandung: Alfabetha, 2013), p.107.

⁵¹Sugiyono, *Ibid.* p.73.

⁵²Donald Ary, et.al. *introduction to Research in Education*, 8th Ed. (Canada: Cengage Learning, 2010), p.316

In this case the writer selected two classes, first class as an experimental class and second class as a control class. The writer used pre-test and post-test group design. The research design can be presented as follows:

Table 2
The Research Design

Experimtal class	Pre-test	Treatment by using mind map	Post-test
Control class	Pre-test	Treatmentmemorization technique	Post-test

Based on explanation the writer used two classes, one as experimental class and another as a control class. The students were given pre-test to know their score vocabulary mastery before treatment. In the experimental class that was given treatment by using mind map and control class that was taught by using the memorization technique. The post-test was given to know their score vocabulary mastery after the treatment was done. The pre-test and post-test were conducted for experimental class and control class.

B. Variable of Research

There are two variables that have been investigated in this research, they were:

1. Independent Variable

The independent variable in this research is mind map that is symbolized by (X).

2. Dependent Variable

The dependent Variable in this research is students' vocabulary that is symbolized by (Y).

C. Operational of Variable

The operational definitions of variable are as follows:

1. Mind map is an expression of the human mind for making maps out the ideas which is creativity to understand and remember.
2. Vocabulary is one component should be mastered that have four language skills, without having adequate vocabulary learner will not be able to master the language skills.

D. Population, Sample and Sampling technique of the Research

1. Population of the Research

Population is all subject of the research. A population will be defined as all members of any well defined class of people, even or subject.⁵³ Therefore, the population of the research was of Islamic Matyum students at in the academic year of 2017/2018. Total

⁵³Suharsimi Arikunto, *Prosedure Penelitian Suatu Pendekatan Praktik*, (Renika Cipta : Jakarta, 2006), p.143.

number of population were 272 students consist of 8classes. The distribution of the population of the research can be seen in the following table:

Table 3
Total number of the first grade of Islamic Matyum South of Thailand in the Academic year of 2017/2018.

No.	CLASS	GENDER		TOTAL
		MALE	FEMALE	
1	1/1	-	33	33
2	1/2	-	35	35
3	1/3	33	-	33
4	1/4	-	34	34
5	1/5	-	33	33
6	1/6	36	-	36
7	1/7	34	-	34
8	1/8	-	34	34
TOTAL				272

Source: Documentation of the first grade of Islamic Matyum South of Thailand in the Academic year of 2017/2018.

2. Sample of the Research

Arikunto says that sample is the part of population which will be investigated.⁵⁴Based on the population above the writer took two classes as the sample of the research. The writer got 1/1 as the experimental class and 1/5 as the control class. Each class consisted of 33 students.

3. Sampling Technique

To determine the experimental class and the control class, the writer took the sample from the population of the research by using cluster random sampling technique. As

⁵⁴Suharsimi Arikunto, *Ibid*, p.174.

Hadi states that in cluster sample, the samples are not taken individually, but are based on the group of the individuals. And the procedure to use cluster random sampling can be used with lottery, ordinal and randomly.⁵⁵ Additionally, Setiyadi says that the sample in cluster sample can be determined by using random sample or systematic sample.⁵⁶

The writer used lottery to determine the sample. There are three procedure to take the classes as sample:

1. The first, the writer wrote all of the classes of the one grade some small piece of paper. Then, the small piece of paper rolled and put into a cup.
2. The second, the cup was shaken and took one small piece of rolled paper. It became a control class.
3. The last, the writer shook the cup again and took one small piece of rolled paper. It became an experimental class.

E. Data Collecting Technique

In this research the writer used the data which were tooks from:

1. Pre-test

⁵⁵SutrisnoHadi, *MetodelogiRiset*. (Yogyakarta: Press,2004), p.24.

⁵⁶Ag.BambangSetiyadi, *Metode penelitian untuk pengajaran Bahasa Asing*(Yogyakarta: Graha Ilmu, 2008) , p.42.

The writer gave pre-test to the students' in the experimental class and control class in order to find out the student' vocabulary mastery. The multiple choice test was given to the students that consisted of 25 items.

2. Post-test

The writer was given posttest in order to investigate the effect of the treatments towards the students' vocabulary mastery.

F. Instrument of the Research

The research instrument is a tool to get data that was used by the writer. In this research the writer used a test to get the data about vocabulary mastery with the noun about theme my home, my body and the animal kingdom. The specification of test for pre-test and post-test items before validity test as follows:

Table 4
The Specification of Test for Pre-test and Post-test before Validity Test

No	Indicator	Theme	Subject	Distribution		Total
				Even	Odd	
1.	Word Meaning	My body	Noun	2 8 14	1 7 13 17	7
		My home		4 10 16	3 9 15 19	7

		The animal kingdom		6 12 18 20	5 11	6
2.	Word Use	My body	Noun	22 28 34	21 27 33 39	7
		My home		24 30 36 40	23 29 35	7
		The animal kingdom		26 32 38	25 31 37	6
Total				20	20	40

Based on the table 4 above, the pretest and posttest item before validity with two aspects: word meaning and word use. In aspects word meaning are 20 items and in word use are 20 items. The total of the pretest and posttest before validity are 40 items with 20 even numbers and 20 odd numbers.

Table 5

The Specification of Test for Pre-test and Post-test after Validity Test

No	Indicator	Theme	Subject	Distribution		Total
				Even	Odd	
1.	Word Meaning	My body	Noun	2 6 10 12	1 9	6
		My home		4	3 7 11 13	5
		The animal kingdom		8	5	2
2.	Word	My body	Noun	14	17	2

	Use	My home		18 22	15 21 25	5
		The animal kingdom		16 20 24	19 23	5
Total				12	13	25

Based on the table 5 above, the pretest and posttest item before validity with two aspects: word meaning and word use. In aspects word meaning are 13 items and in word use are 12 items. The total of the pretest and posttest before validity are 25 items with 12 even numbers and 13 odd numbers.

G. Scoring Procedure

To get the score, the writer determined the procedure that was used in scoring the result of this test, and the formula was as follows:

$$S = \frac{r}{n} 100$$

Notes:

S = The score of the test

r = The total of the right answer

n = The total items.

H. Research Procedure

There were three steps in research procedure, they were:

1. Planning

Before the writer applying the research procedure, the writer made some plans to run the application well. There were some steps that should be plan by the writer. The procedure can be seen as follows:

a. Determining the subject of the research

The subject of the research was the students of the first grade of Islamic Matyumin the academic year of 2017/2018.

b. Preparing try out

The writer prepared a kind of test (called try-out test) that would be given to the students. The writer prepared the try-out for pre-test and post-test. The total number of test are 40 questions. Then, the writer evaluated the test items to get good items that was given in pre-test and post-test.

c. Preparing Pre-test

The writer prepared a kind of test (called try-out test) that would be given to the students. The writer prepared the total number of the test items, which was got from the evaluation of the try-out test.

d. Determining the material to be taught

The writer determined the material to be taught to the students. The theme of the material about My home, My body and the animal kingdom. These material were based on syllabus at the first semester of the one grade.

e. Preparing Post-test

The writer prepared a kind of test (called try-out test) that would be given to the students. The post-test was given to know the students' vocabulary mastery after being given the treatment.

2. Application

After making the planning the writer tried to apply the research procedure that had already been planned. There were some steps in doing this research:

a. In the first meeting, the writer gave the try-out

This test is multiple choice consist of 40 items with 4 options (a, b, c and d). this try-out is 1/3 class. Try-out test gave to evaluate the test items before used to pre-test and post-test items.

b. In the second meeting, the writer gave pre-test

This test was multiple choice with 4 options (a, b, c and d). The number of the test items was determined by the validity and reliability analysis of the try out. It means that only the valid and reliable test items that was used in the pre-test. This test gave in control class 1/5 and experimental class 1/1.

c. In the third meeting, the writer conducted the treatment

After giving the pre-test to the students, the writer conducted the treatment in the control class and experimental class. In the control class, the teacher conducted the

treatment by using memorization technique, while in the experimental class the writer gave the treatment by using mind map. Both control and experimental class were given three treatments.

d. In the last meeting, the writer gave the post-test

The test was multiple choice with 4 options (a, b, c and d). The number of the test items was determined by the validity and reliability analysis of the out. It means that only the valid and reliable test items that was used in the pre-test. This test was given in control class 1/5 and experimental class 1/1.

3. Reporting

The last point that was done in this research procedure was reporting. They were:

- a. Analyzing the data that were already receive from try-out test
- b. Analyzing the data that were already receive from pre-test and post-test
- c. Making a report on findings.

I. Validity and Reliability of the test

1. Validity of the Test

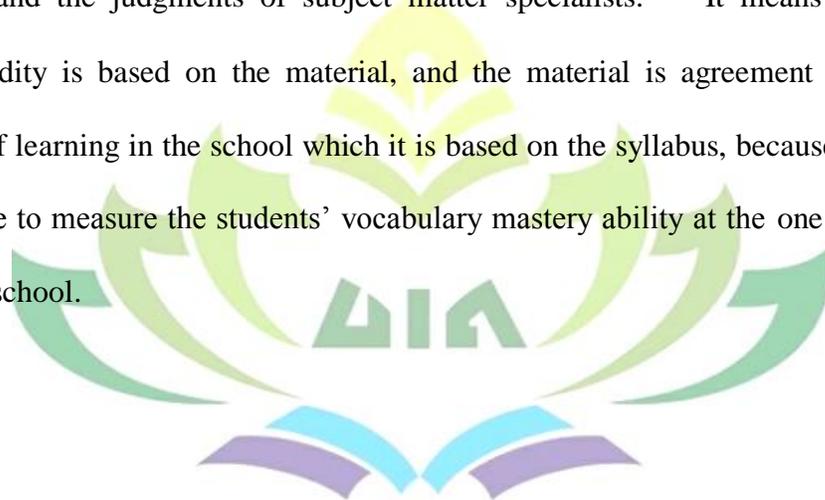
Validity is defined as the extent to which scores on a test enable one to make meaningful and appropriate interpretations.⁵⁷ It means that validity is a measurement which shows the levels of validity or the real of the instrument. A valid instrument

⁵⁷Donald Ary, et,al, *introduction to research in Education*, 8th Ed. (Canada: Cengage Learning, 2010), p.224

has a good validity. To measure that the test has good validity, the writer used the content validity and construct validity.

a. Content validity

Best and Khan said that content validity refers to the degree to which the test actually measure or is specifically related to the traits for which it was design, content, validity is based upon the careful examination of course textbooks, syllabus, objectives, and the judgments of subject matter specialists.⁵⁸ It means that the content validity is based on the material, and the material is agreement with the objectives of learning in the school which it is based on the syllabus, because the test must be able to measure the students' vocabulary mastery ability at the one grade of junior high school.



b. Construct validity

Construct validity is needed to the measuring instrument that have some indicators to measure on aspect or construct.⁵⁹ In other word, construct validity is just like a

⁵⁸ John W. Best and James V. Khan, *Research in Education Seventh Edition*, (New Delhi: PrenticeHall, 1995), p. 219

⁵⁹ John W. Best and James V. Khan. Ibid. p.219

concept, both of them are abstraction and generalization that need to be define so clearly that can measure and examine.

c.Item Validity

The writer gave some questions to know valid or not the questions that gave the students. The item validity used to measure the validity of the test items. In this case, the writer used ANATES to calculated the data obtained from the try-out to find the item validity of each item.

2. Reliability of the test

Reliability is a measuring instrument. Ary states that reliability of a measurement is the degree of consistency with which it measures whatever it is measuring.⁶⁰ A good test must have high validity. This can be done by examining the students' vocabulary test to know the reliability of the test. The next step is to compute the reliability of the test.

According to Fraenkel and Wallen, reliability refers to the consistency of the scores obtained how consistent they are for each individual from one administration of an instruments to anoher and from one set of items to another.⁶¹ Reliability refers to the consistency of the test. The writer used *Anates* to reliability of test. *Anates* can help

⁶⁰DonalAry, *Op.Cit.*, p.236

⁶¹Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education Seventh Edition*, (New York: Mc Graw-Hill, 2009), p. 154

analysis of item quickly, easy and accurately. *Anates* is necessary in the research to assess the good instrument or not. The criteria of reliability test are:⁶²

Table 6
The Level of Reliability

0.00 – 0.200	Very low reliability
0.200 – 0.400	Reliability is low
0.400 – 0.600	Medium reliability
0.600 – 0.800	Reliability is high
0.800 – 1.00	Reliability is very high

J. Data analysis

To analyze the data, the researcher used parametric statistic. In the parametric statistic, there were assumptions which must be fulfilled; they were normality and homogeneity test.

1. Fulfillment of the Assumptions

a. Normality Test

The normality test is used to know whether the data in the experimental class and control class are normally distributed or not. In this research, the writer used statistical computation by using SPSS (Statistical Package for Social Science) for normality.

The hypotheses for the normality test are formulated as follows:

⁶²Suharimi Arikunto, *Prosedure Penelitian Suatu Pendidikan Praktik*, (Jakarta: Rineka Cipta, 2010), p. 310

H_0 : The data are normally distributed.

H_a : The data are not normally distributed.

While the criteria of acceptance or rejection of normality test are as follows:

H_0 = accepted if Sig. > α = 0.05

H_a = accepted if Sig. < α = 0.05

b. Homogeneity Test

Homogeneity test used to determine whether the data obtained from the sample homogeneous or not. In this research, the writer used statistical computation by using SPSS for homogeneity of test. The test of homogeneity employing Levene statistical test.

The hypotheses for the homogeneity tests are formulated as follows:

H_0 : The variances of the data are homogeneous

H_a : The variances of the data are not homogeneous

While the criteria of acceptance or rejection of homogeneity test are as follows:

H_0 = accepted if Sig. > α = 0.05

H_a = accepted if Sig. < α = 0.05

c. Hypothetical Test

If the fulfillment of the assumptions normally test and homogeneity test are fulfilled, the writer used independent sample t-test. In this case, the writer used statistical computation by using SPSS for hypothetical of test. The purpose of using SPSS in this research is to practicality and efficiency in the study.

The hypotheses are:

H_o = there is no significant influence of using mind map towards students' vocabulary mastery at the first semester of the first grade of Islamic Matyum South of Thailand in the academic year of 2017/2018.

H_a = there is a significant influence of using mind map towards students' vocabulary mastery at the first semester of the first grade of Islamic Matyum South of Thailand in the academic year of 2017/2018.

While the criteria of the hypothetical test are:

H_o is accepted, if the score of $t_{observed} > t_{critical} = 0.05$

H_a is accepted, if the score of $t_{observed} < t_{critical} = 0.05$

CHAPTER IV

RESULT AND DISCUSSION

A. Data Description

The writer got the data in score form. The scores were derived from the test. There were at least two tests in this research, they were pretest and posttest. The pretest was held on March 10th 2018. Before doing posttest the writer did the treatments for experimental class, the treatments were held on March 12th 2018 until 19th 2018, and the last was posttest which was held on March 22th 2018.

B. Research Procedure

The research was conducted on March 2018. Before conducting the research, firstly the writer asked permission to the headmaster and the English teacher at the school. After having the permission, the writer conducted through the following steps:

1. Determined the subject of research, namely the students at the one grade of Islamic Matyum South of Thailand.
2. Designed the test which was the multiple choice test.
3. Determined the sample of research by using cluster random sampling.
4. Held the try out test to know the reliability of the test and validity of the test, this was given to the students out of the research sample.
5. Held pre-test in order to know the students' vocabulary mastery before they had treatment.

6. Analyzed the data gotten through pre-test.
7. Gave the treatment to the sample of the research by implementing mind map in teaching vocabulary.
8. Held post-test in order to know the students' vocabulary mastery after the treatments.
9. Analyzed the data gotten through post-test. The data were analyzed by using SPSS.
10. Tested the hypothesis and made the conclusion.
11. Reported the result of the research.

C. Result of the Research

1. Result of the Pre-test

The writer conducted pre-test in order to know students' vocabulary mastery before the treatment. The pre-test was administered on (Saturday, 10, 13.00-14.30) for the 1/1 as the experimental class and at (Sunday, 11, 13.00-14.30) for class 1/5 as the control class. The scores of the students' vocabulary mastery that were tested in pre-test can be seen in Figure 1 and 2.

a. Result of Pre-Test in Experimental Class

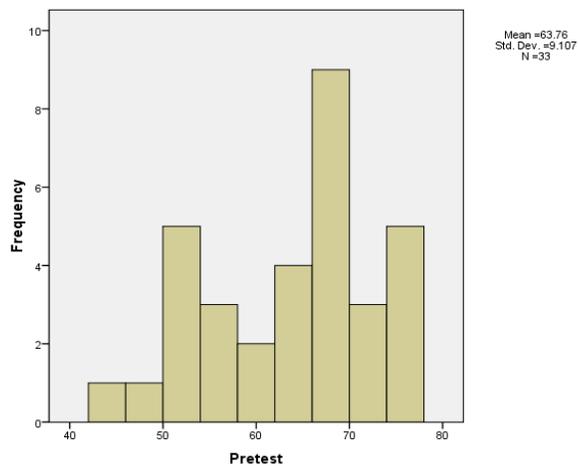


Figure 1
The Result of Pre-Test of Experimental Class

Based on the figure 1, it can be seen 1 student who got score 44 (3%), 1 student who get score 48 (3%), 5 students who get score 52 (15%), 3 students who got score 56 (9%), 2 student who got score 60 (6%), 4 students who got score 64 (12%), 9 students who got score 68 (28%), 3 students who got score 72 (9%), and 5 students who got score 76 (15%). It can be seen that the highest score of pre-test of experimental class was 76 and the lowest score 44. The writer also showed mean of pre-test in experimental class was 63.76, standard deviation was 9.107 and the total of students (N) was 33.

b. Result of Pre-Test in Control Class

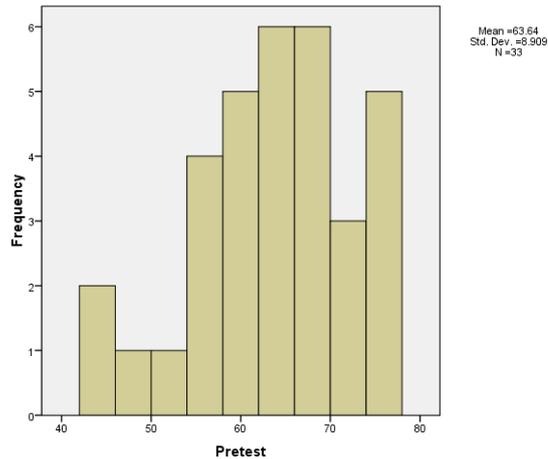


Figure 2
The Result of Pre-Test of Control Class

Based on the figure 2, it can be seen 2 students who got score 44 (6%), 1 student who got score 48 (3%), 1 student who got score 52 (3%), 4 students who got score 56 (12%), 5 students who got score 60 (15%), 6 students who got score 64 (18%), 6 students who got score 68 (18%), 3 students who got score 72 (9%), and 5 students who got 76 (15%). It can be seen that the highest score of pre-test of control class was 76 and the lowest score 44. The writer also showed mean of pre-test in control class was 63.64, standard deviation was 8.909 and the total of students (N) was 33.

2. Result of the Post-test

The writer gave post-test to know students' vocabulary mastery after the treatment. The post-test was conducted on (Thursday,22, 13.00-14.30) for the 1/1 as the experimental class and on (Saturday, 24, 14.30-16.00) for class 1/5 as the control class. The scores of the students' vocabulary mastery that were tested in posttest can be seen in Figure 3 and 4.

a. Result of Post-Test in Experimental Class

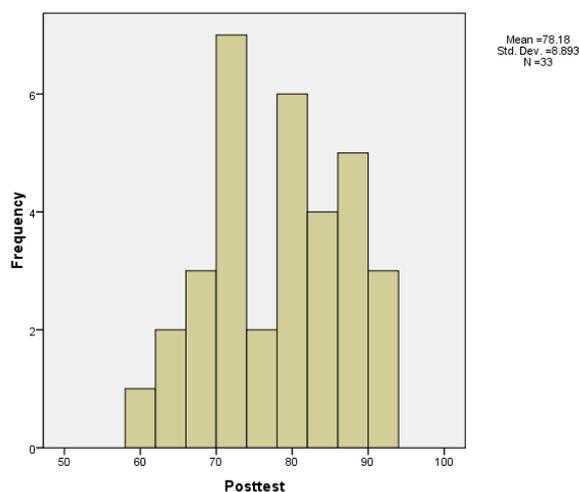


Figure 3
The Result of Post-Test of Experimental Class

Based on the figure 3, it can be seen 1 student who got score 60 (3%), 2 students who got score 64 (6%), 3 students who got score 68 (9%), 7 students who got score 72 (21%), 2 students who got score 76 (6%), 6 students who got score 80 (18%), 4 students who got score 84 (12%), 5 students who got score 88 (15%),

and 3 students who got score 92 (9%). It can be seen that the highest score of posttest of experimental class was 92 and the lowest score 60. The writer also showed mean of posttest in experimental class was 78.18, standard deviation was 8.893 and the total of students (N) was 33.

b. Result of Post-Test in Control Class

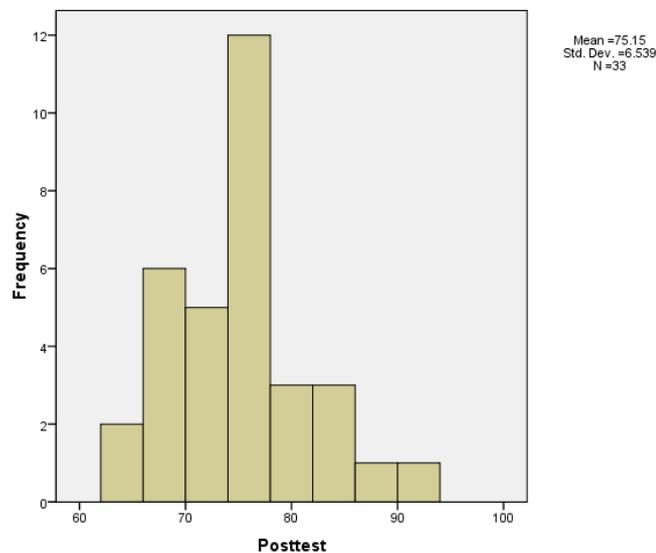


Figure 4
The Result of Post-Test of Control Class

Based on the figure 4, it can be seen 2 students who got score 64 (6%), 6 students who got score 68 (18%), 4 students who got score 72 (12%), 12 students who got score 76 (37%), 3 students who got score 80 (9%), 3 students who got score 84 (9%), 2 student who got score 88 (6%), and 1 student who got score 92 (3%). It

can be seen that the highest score of posttest of control class was 92 and the lowest score 64. The writer also showed mean of posttest in control class was 75.15, standard deviation was 6.539 and the total of students (N) was 33.

3. Gain Score

The got gain score from posttest score – pretest score. Gain score was used to analyze normality, homogeneity and independent T-test. If gain score in this manner positive gain score indicates that posttest score was higher than pretest score, a negative gain score indicates that the posttest score was less than pretest score. This is detail score pre-test, post-test and gain in experimental class and control class. (see Appendix 11,12).

D. Result of Data Analysis

After collecting the data, the writer analyzed the data by using independent t-test. There were two assumptions that must be done before the writer analyzed the data by using independent t-test.

1. Fulfillments of the Assumption

a. Result of Normality Test

The normality is used to know whether the data, in experimental and control class, has the normal distribution or not. In this research, the writer used statistical computation by using SPSS (*Statistical Program for Social Science*). The hypotheses for the normality test are formulated as follows:

H_0 : the data are normally distributed

H_a : the data are not normally distributed.

While the criteria of acceptance or rejection of normality test are as follows:

H_0 is accepted if $\text{Sig} (P_{\text{value}}) > \alpha = 0.05$

H_a is accepted if $\text{Sig} (P_{\text{value}}) < \alpha = 0.05$

Table 7
The Normality Test of Experimental and Control Class

Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Gain	Experimenta	.205	33	.185	.955	33	.188
	I						
	Control	.166	33	.107	.940	33	.068

a. Lilliefors Significance Correction

Based on the Table 4, it can be seen that $\text{Sig.} (p_{\text{value}})$ for experimental class was 0.188 and $\text{Sig.} (p_{\text{value}})$ for control class was 0.068 and $\alpha = 0.05$. It means that $\text{Sig.} (p_{\text{value}}) > \alpha$ and H_0 is accepted. The conclusion is the data are in the normal distribution. It is calculated based on the gain of the experimental and control class.

b. Result of Homogeneity Test

After knowing the normality the data, the writer calculated the homogeneity test to know whether the data were homogenous or not.

Table 8
The Homogeneity Test of Experimental and Control Class

		Levene Statistic	df1	df2	Sig.
Gain	Based on Mean	.448	1	64	0.505

Based on the Table 5, it can be seen the result of homogeneity test is 0.505. It was told that H_0 is accepted because $\text{Sig. } (P_{\text{value}}) > \alpha = 0.05$. Thus, it can be concluded that variance of data was homogenous. (see Appendix 14).

2. The Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity test were satisfied. Therefore, the writer used the hypothetical test using SPSS (*Statistical Program for Social Science*), independent t-test.

The hypotheses were :

- H_a : There is significant influence of using mind map towards students' vocabulary mastery at the first semester of the first grade of Islamic Matyum South of Thailand in the academic year of 2017/2018.
- H_o : There is no significant influence of using mind map towards students' vocabulary mastery at the first semester of the first grade of Islamic Matyum South of Thailand in the academic year of 2017/2018.

While the criteria for acceptance or rejection of the hypothesis are:

H_o is accepted if $\text{Sig. (P}_{\text{value}}) > \alpha = 0.05$

H_a is accepted if $\text{Sig. (P}_{\text{value}}) < \alpha = 0.05$

Table 9
The Result of Hypothetical Test

T	Df	Sig. (2-tailed)
1.785	64	.002

Based on the results obtained in the table 7, it is clear that the value of significant generated $\text{Sig. (P}_{\text{value}})$ or Sig. (2-tailed) of the equal variance assumed = 0.02, and $\alpha = 0.05$. It means that $\text{Sig. (P}_{\text{value}}) < \alpha = 0.05$. So, H_o is rejected and H_a is accepted.

Based on the computation, it can be concluded that there was significant influence of using mind map towards students' vocabulary mastery at the first semester of first grade of Islamic Matyum South of Thailand in the academic year of 2017/2018.

E. Discussion

The writer found the problem that the students were difficult to memorize vocabulary and the students score were still low. It was the reason from the writer to conduct the research. At the beginning of the research, the pretest was administered to know the students' achievement in vocabulary mastery before they were given treatments by the writer.

The writer did pretest for one class out of experimental and control classes. On the other hand, the result showed that the mean score of pretest between experimental class was 63.76 and the mean score of pretest in control class was 63.64. Afterwards, students were taught by using mind map in the experimental class. The material was three topics of kinds of vocabulary based on themes of the lesson plan.

The writer did the treatment for three times in class 1/1 as the experimental class. The first treatment for the experimental class was done on Monday, March 12th 2018 at 13.00 – 14.30, the students were given material about vocabularies

and the theme was My home. In the second treatment on Thursday, March 15th 2018 at 14.30 – 16.00, the theme was about My body and the third treatment was done on Monday, March 19th 2018 at 13.00 – 14.30, the theme was about The animal kingdoms that taught about the noun.

In the first meeting in experimental class, the students felt nervous to learn vocabulary by used mind map because they were afraid if they cannot answer the word correctly. Many students did not remember vocabulary. But in the second meeting, students fell more enjoyed than before, the treatment was run well. And in third treatment, the students felt already familiar in teaching learning process through mind map. They can remember of vocabulary better than before.

The writer taught vocabulary in control class used memorization technique. In the first meeting was done on Wednesday, March 14th 2018 at 13.00 – 14.30. the students given vocabularies with the same theme like in experimental class by the writer then the students memorized it. In the second treatment was done on Saturdays, March 17th 2018 at 14.30 – 16.00. The writer gave the theme about My body, and third treatment was done on Wednesday, March 21th 2018 at 13.00 – 14.30. The The writer gave the theme about The animal kingdoms. The students were class 1/5 as control class.

The differences between experimental and control class were the process of teaching and learning. In the experimental class the students very crowded and

active. They were interested in learning vocabulary they want to know the vocabulary. And in control the students more passive and in the middle of the process of learning, they felt bored. In conclusion, the writer suggested that using mind map in vocabulary's class is more effective than using a memorization technique. Through mind map, the students enriched their vocabulary mastery such as noun.

At the end of the research, posttest was given to measure the influence of students' vocabulary mastery in both classes after the treatments done. The mean score of posttest in experimental class was 78.18 and the mean score of posttest in control class was 75.15. it showed that the students' posttest score in experimental class was higher than students' posttest score in control class. Besides, the mind map had the influence to increase students' vocabulary mastery. While based on the calculation of the independent sample test, Sig. (p value) was 0.002 and $\alpha = 0.05$. it means that Sig. (p value) $< \alpha = 0.05$ and H_a is accepted. This result proved that there was an The influence of using mind map towards students' vocabulary mastery at the first semester of the first grade of Islamic Matyum South of Thailand in the academic year of 2017/2018.

The writer concluded that mind map can solve the problem because usually, students got difficulties to increase their vocabulary mastery in class. The result of the research that was done by the writer showed that there was significant

influence of using mind map towards students' vocabulary mastery that focuses on noun. The research result has supported by several previous kinds of research that were done by Winanda and Indrath that mind map had been successful to increase students' language skill. So, this research and two previous kinds of research have the same result. It means that this research had enriched the students' vocabulary mastery.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research that was conducted in Islamic Matyum South of Thailand in the academic year of 2017/2018, the writer might draw conclusion as follows:

In the previous chapter the writer had analyzed the data statistically. Based on the statistically analysis, there is a influence of using mind map towards students' vocabulary mastery at the first semester of first grade of Islamic Matyum South of Thailand in the academic year of 2017/2018. The influence can be seen from Sig. (2-tailed) of the equal variance assumed in the independent sample test table where the Sig. (2-tailed) is 0.002. It is lower than $\alpha = 0.05$ and it means H_0 is rejected and H_a is accepted

B. Suggestion

Based on the conclusion above, the writer put forward the following suggestions:

1. For the teacher
 - a. It is better to use mind map as one of technique to help the students in teaching learning vocabulary, since the students not only can enrich their vocabulary by developing the words but also make their active and enjoyable in the process teaching learning English.

b. The teacher should be able to choose the appropriate technique according to the skills and materials that are going to teach to the students.

2. For the students

a. It is suggested that vocabulary is an important thing in learning language because without vocabulary nothing can be conveyed. So they should master vocabulary in order to make English learning easier.

b. The students must be active and have motivation to learn and practice their English at school or out of school.

3. For the other writer

Other writers are expected to do a similar research with a similar topic by using a wider scope and larger population. Therefore, the result will be more applicable in a tertiary level. The writer hopes there will be some corrections and critics from the other writer who read and investigate this thesis.

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THE RESULT OF STUDENT'S INTERVIEW

Researcher	Student 1	Student 2	Student 3
Apakah bahasa Inggris adalah salah satu pelajaran yang kalian sukai?	Tidak juga, karena saya tidak begitu mengerti pelajaran bahasa Inggris.	Pelajaran bahasa Inggris adalah salah satu pelajaran yang tidak saya sukai selain MTK	Saya suka, hanya saja terkadang banyak kata-kata yang saya tidak tahutanya. Jadi sulit untuk memahaminya pelajaran itu dengan mudah.
Menurut kalian bagaimana keadaan kelas kalian pada saat proses KBM berlangsung pada saat jam pelajaran Bahasa Inggris?	Menurut saya pada jam pelajaran bahasa Inggris sedikit membosankan. Karena banyak materi lain yang rebut karena tidak fokus pada pelajaran.	Menurut saya biasa saja, maksudnya di kelas belajar, membukabuku, hafalan lalu diberitugas.	Menurut saya tidak begitu menyenangkan. Cara mengajarnya membosankan.
Menurut kalian bagaimana cara guru bahasa Inggris dalam menyampaikan materi?	Menurut saya cara mengajar Ms. Nur hayah kurang bervariasi.	Menurut saya sangat membosankan karena selalumenghafalkan	Menurut saya cara mengajarnya kurang mengasyikkan sehingga membosankan.

Teknik apakah yang sering digunakan oleh guru bahasa Inggris dalam menyampaikan materi?	Membaca buku teks habitus di suruh siswa menghafalkan kata-kata	Beliau hanya menggunakan buku teks (buku cetak) pada setiap kali mengajar dan di suruh juga menghafalkan kata-kata	Teknik menghafal saja
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THE RESULT OF TEACHER'S INTERVIEW

Place : Islamic Matyum

Interviewer : RuhaneeCheha (The writer = W)

Interviewee : NureeyahWae-Chi (English Teacher = T)

W : Bagaimanakeadaankelasdanjumlahsiswa-siswikelas 1 di Islamic Matyum

T : Jumlahmuridkelas 1 disekolah kami ialahberjumlah 272, dandibagimenjadi 8 kelas. Siswakelas 1/1 berjumlah 33 orang, 1/2 35 orang, 1/3 33 orang, 1/4 34 orang,1/5 33 orang, 1/6 36 orang, 1/7 34 orang, 1/8 34 orang. Dan suasanapembelajarandikelastergantungdenganmateribelajardanteknik yang diajarkan.

W : Bagaimanasikapsiswaketika proses pembelajaranBahasaInggris?

T : Sejauhinicumupbaik, hanyasajasikapsiswasangatdipengaruhiolehmateri, media, teknik yang digunakan. Biasanyamateri yang menariksangatmempengaruhiketertarikansiswaterhadap pembelajaran.

W : Dari keempatskill yang ibuajarkan. Adakahkesulitandalammenyampaikanmateri?

T : Tentusajaada. Padasetiap skill pastiadasajakesulitannya. Hanyasedikitsekalasiswa yang mampumjawabpertanyaan-pertanyaan

yang berkaitan dengan materi yang saya berikan pada saat proses belajar mengajar berlangsung.

W : Menurut ibu, apa saja factor siswa sulit memahami pelajaran?

T : Bahasa Inggris itu bahasa asing. Menurut saya siswa sulit memahami bahasa Inggris dikarenakan sedikitnya penguasaan kosakata yang mereka miliki. Kalau tidak tahu arti suatu kata pasti mereka akan sulit dalam menguasai pelajaran.

W : Adakah teknik yang menarik yang pernah digunakan?

T : Ya sejauh ini saya masih menggunakan teknik memorize (Memorization technique) untuk lebih mudah dan lebih mengigat kosakata.

English Teacher of the Islamic Matyum

Nureeyah Waechi

THE STUDENT'S SCORE IN CONTROL CLASS

NO.	STUDENTS' NAME	GENDER	SCORE POSTTEST	SCORE PRETEST	GAIN
1	RusanaSako	Female	76.0	64.0	12.0
2	Alisa Paehokhilae	Female	84.0	68.0	16.0
3	NursanitaWachi	Female	80.0	60.0	20.0
4	WaerusnaKolek	Female	76.0	56.0	20.0
5	NurineeLotae	Female	76.0	64.0	12.0
6	Komariyah Mani	Female	72.0	68.0	4.0
7	ArinaHawae	Female	76.0	64.0	12.0
8	Kanaaarisansamo	Female	80.0	72.0	8.0
9	RuwaidaWamae	Female	76.0	76.0	0.0
10	Nadia Kuta	Female	72.0	60.0	12.0
11	SamisaWachi	Female	68.0	52.0	16.0
12	NuranisaChapakiya	Female	76.0	68.0	8.0
13	Waeanisayayo	Female	76.0	76.0	0.0
14	FirdaunPokma	Female	64.0	56.0	8.0
15	SuhaineeDatu	Female	68.0	44.0	24.0
16	NiHawatifKAlupae	Female	72.0	56.0	16.0
17	RobiyahTokcae	Female	80.0	76.0	4.0
18	NurilahMahama	Female	72.0	68.0	4.0
19	NarusanUmamali	Female	72.0	56.0	16.0
20	Mariam Sasu	Female	76.0	60.0	16.0
21	FatimahAyohsae	Female	76.0	76.0	0.0
22	SamsiyahDumaming	Female	68.0	64.0	4.0
23	Nurida Mina	Female	64.0	48.0	16.0
24	NurineeChelek	Female	84.0	76.0	8.0
25	Diana Chaweng	Female	68.0	44.0	24.0
26	ZulfaTokheng	Female	76.0	64.0	12.0
27	TajriyahLahoya	Female	68.0	68.0	0.0
28	NasriyaHayeeloh	Female	68.0	60.0	8.0
29	DariyahKuno	Female	88.0	72.0	16.0

30	Marisa Kabuk	Female	92.0	72.0	20.0
31	NurhayateeSidek	Female	84.0	68.0	16.0
32	Hasanah Kalong	Female	76.0	64.0	12.0
33	AminahCheni	Female	76.0	60.0	16.0

THE STUDENT'S SCORE IN EXPERIMENTAL CLASS

NO.	STUDENTS' NAME	GENDER	SCORE POSTTEST	SCORE PRETEST	GAIN
1	NurimaneeYamusana	Female	80.0	64.0	12.0
2	NurfariaKama	Female	92.0	68.0	20.0
3	NahharinChelah	Female	80.0	68.0	24.0
4	SuraidaChebu	Female	80.0	60.0	28.0
5	AnitaChedeng	Female	64.0	68.0	12.0
6	AsrinaWae	Female	88.0	52.0	20.0
7	NuramaneMadeng	Female	68.0	52.0	0.0
8	SufeyhCheteh	Female	88.0	72.0	12.0
9	NurhasidaWaehaji	Female	72.0	44.0	8.0
10	HasnahMusadi	Female	76.0	60.0	8.0
11	FirdauTahae	Female	72.0	64.0	4.0
12	AreenaHajimad	Female	80.0	48.0	20.0
13	FateemahWaeuma	Female	84.0	56.0	16.0
14	Nadia Chesemae	Female	68.0	68.0	16.0
15	HanisahMadiyah	Female	72.0	64.0	20.0
16	AnnajmiYego	Female	88.0	64.0	16.0
17	NurulhudaTaksatu	Female	64.0	76.0	20.0
18	AnfalWaenawae	Female	76.0	72.0	16.0
19	AnisaBailik	Female	72.0	68.0	8.0
20	KismiBaesa	Female	68.0	68.0	20.0
21	IneeKaree	Female	72.0	76.0	16.0
22	CherusneeKaree	Female	72.0	76.0	4.0
23	IfahMama	Female	80.0	52.0	16.0
24	NailahPating	Female	88.0	76.0	24.0
25	Najwa Kuna	Female	92.0	56.0	16.0
26	RahayuMadiyah	Female	88.0	64.0	16.0
27	SumaiyahKuna	Female	80.0	68.0	12.0
28	AmaneeRadeng	Female	84.0	68.0	16.0
29	YuwariSalaeming	Female	92.0	60.0	16.0
30	Rusneeslawak	Female	84.0	68.0	8.0
31	SalwaHajisama	Female	60.0	52.0	8.0
32	NurineeChechai	Female	84.0	52.0	8.0
33	Ni-AfnanSamak	Female	72.0	72.0	16.0

THE RESULT OF TEST IN EXPERIMENTAL CLASS AND CONTROL CLASS

Descriptives

Technique			Statistic	Std. Error	
Gain	Experimental Class	Mean	14.42	1.100	
		95% Confidence Interval for Mean	Lower Bound	12.18	
			Upper Bound	16.67	
		5% Trimmed Mean	14.47		
		Median	16.00		
		Variance	39.939		
		Std. Deviation	6.320		
		Minimum	0		
		Maximum	28		
		Range	28		
		Interquartile Range	12		
		Skewness	-.207	.409	
		Kurtosis	-.138	.798	
		Control Class	Control Class	Mean	11.52
95% Confidence Interval for Mean	Lower Bound			9.06	
	Upper Bound			13.97	
5% Trimmed Mean	11.46				
Median	12.00				
Variance	47.758				
Std. Deviation	6.911				
Minimum	0				
Maximum	24				
Range	24				

Interquartile Range	10	
Skewness	-.150	.409
Kurtosis	-.797	.798