

**THE IMPLEMENTATION OF MIND MAPPING IN TEACHING VOCABULARY
AT ELEMENTARY SCHOOL OF PRINGANOM 2**



RESEARCH PAPER

Submitted as a partial Fulfillment of the Requirements

For getting bachelor Degree of Education

by

MUHAMAD SATRIA YUDA

NIM. A320180036

**DEPARTMENT OF ENGLISH EDUCATION
TEACHER TRAINING AND EDUCATION FACULTY
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

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APPROVAL

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MUHAMAD SATRIA YUDA

A 320 180 036

Checked and approved to be tested by

Consultant,



Aryati Prasetyarini S.Pd., M.Pd

NIDN: 0605107001

ACCEPTANCE

**THE IMPLEMENTATION OF MIND MAPPING IN TEACHING
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BY

**MUHAMAD SATRIA YUDA
A 320 180 036**

**Accepted by the Board of Examiner
Faculty of Teacher Training and Education
Universitas Muhammadiyah Surakarta
On Tuesday, 08 November 2022
and declared to have met the requirements**

The Board Examiner:

1. Aryati Prasetyarini S.Pd., M.Pd ()
(Head of Examiner)
2. Drs. Djoko Srijono, M. Hum. ()
(Member I of Examiner)
3. Nurhidayat, S.Pd., M.Pd. ()
(Member II of Examiner)

Dean,

Ryo Dico Utama, M. Pd.
NIDN. 0007016002

TESTIMONY

The researcher truly declares that this research paper does not contain plagiarism to obtain a bachelor's degree at university. In this research, no opinions have been previously written, except references that have been mentioned in the bibliography. Therefore, if it is proven that there is plagiarism, the researcher will take full responsibility.

Surakarta, 8 November 2022

The Researcher

A handwritten signature in black ink, consisting of a large, stylized initial 'M' followed by a series of vertical strokes and a long horizontal line extending to the right.

MUHAMAD SATRIA YUDA

A 320 180 036

DEDICATION

I dedicated this research paper to:

1. Alloh SWT and Prophet Muhammad SAW,
2. My beloved parents, Mr. Dapiyo Dharmo Wiyoto and Mrs. Sumirah,
3. My super kind supervisor, Aryati Prasetyarini, S.Pd., M.Pd,
4. My beloved big sister, Sumiati,
5. My beloved friends are Sofia Dian Mustika, Tyas Nurlaili Handayani, Muhamad Taufiq Efendi, and Maulana Ardyansyah, and the others,
6. Myself.

MOTTO

“Work hard until you get what you want”

*“Just think about what you want to be able to and you want to achieve, listen to their scorn,
and take that as a point to jump further”*

*“Work within the target system, so work can be completed quickly and efficiently. other than
that, you can finish other things before they start.”*

ABSTRAK

Penelitian ini membahas bagaimana penerapan metode Mind map di Sekolah Dasar Negeri Pringanom 2. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana penerapan metode Mind map di kelas ketika pembelajaran Bahasa Inggris dan mengetahui persepsi guru dan siswa tentang penerapan Mind map dalam pembelajaran Bahasa Inggris. Jenis penelitian ini adalah penelitian deskriptif kualitatif. Sumber data berupa guru Bahasa Inggris SD Pringanom 2 dan siswa-siswi kelas 5 sebagai responden serta beberapa dokumen yang menyangkut dengan pembelajaran. Penelitian ini menggunakan metode observasi dan wawancara. Hasil dari penelitian menunjukkan bahwa (1) penerapan Mind map yang diterapkan yaitu dengan menggambar topik utama di tengah papan tulis dan kemudian menjelaskannya kepada siswa dengan menghubungkan kata-kata yang berkaitan dengan topik utama menggunakan garis atau gambar. Penjelasan setiap baris kata secara vertikal adalah satu tingkat kesamaan. Kemudian di akhir baris diberikan contoh kalimat sehingga siswa mengetahui penggunaan kata-kata yang disebutkan dalam pola kalimat. (2) Mind map dapat membantu siswa dalam memahami isi materi bahasa Inggris dengan lebih sederhana dan mengenal bahasa Inggris dengan lebih mudah. (3) implementasi Mind map ini memudahkan siswa untuk menerima materi apalagi dengan pembelajaran kosakata karena hanya mengandung materi penting.

Kata Kunci: Mind Map, Kosakata, Sekolah Dasar

ABSTRACT

This study discusses how to discuss the application of the Mind map method in Pringanom 2 State Elementary School. The purpose of this study is to find out how the application of the Mind map method in the classroom when learning English and to know the perceptions of teachers and students about the application of Mind maps in learning English. This type of research is descriptive qualitative research. Sources of data in the form of English teachers SD Pringanom 2 and 5th grade students as respondents as well as several documents related to learning. This research uses observation and interview methods. The results of the study show that (1) the application of the Mind map is applied by drawing the main topic on the blackboard and then explaining it to students by connecting words related to the main topic using lines or pictures. Explanation of each line of words vertically is one level of similarity. Then at the end of the line an example sentence is given so that you know the use of the words mentioned in the sentence pattern. (2) Mind maps can help students understand English material more simply and get to know English more easily. (3) the implementation of this Mind map makes it easier for students to receive material especially with learning vocabulary because it only contains important material.

Keyword: Mind Map, Vocabulary, Elementary School

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