

Improving Eleventh-Grade MA YPPI Students' Vocabulary Mastery Through the Mind Mapping Learning Method

Sri Reski Amalia¹, Mutmainnah Marzuki², Fahmi Room³, Andi Anugrah M⁴

Department of English Education, Faculty of Teaching and Education
Universitas Muhammadiyah Bulukumba

*Author Correspondence. Email:sreski.amalia@gmail.com, Phone: +6282195447687

Received: 02 november 2025; Revised: 10 Oktober2025 ; Accepted: 18 Desember 2025

Abstract: This research aimed to determine the effectiveness of the Mind Mapping method in improving the vocabulary mastery of eleventh-grade students at MA YPPI Bulukumba. The study employed a pre-experimental design using one group pre-test and post-test involving 15 students selected through total sampling. A vocabulary-based multiple-choice test was used as the research instrument. Results showed a significant improvement in students' vocabulary mastery after being taught using the Mind Mapping method. The mean score increased from 56.07 in the pre-test to 88.00 in the post-test. The t-test value of 18.33 exceeded the t-table value of 1.761 at a 0.05 significance level, indicating a significant difference between both tests. The findings conclude that the Mind Mapping method is effective in improving students' vocabulary mastery.

Keywords: *English Language Learning, Mind Mapping, Vocabulary.*

INTRODUCTION

Language plays a crucial role in human communication. It enables individuals to express ideas, emotions, thoughts, and information both verbally and in written form. In the context of English as a foreign language, vocabulary is considered one of the most essential components of language mastery. Without adequate vocabulary, students will struggle to communicate effectively, understand reading texts, or construct sentences either in writing or speaking.

Vocabulary functions as a building block of language competence. The more vocabulary a learner possesses, the more effectively they can understand and express meaning. Agustina et al. (2024) emphasized that vocabulary mastery directly contributes to students' language proficiency. English learners need vocabulary not only to communicate but also to understand academic materials. Thus, improving vocabulary mastery is a fundamental target in English language instruction.

However, observations at MA YPPI Bulukumba revealed several challenges faced by students regarding vocabulary mastery. Many students struggled to recognize, pronounce, and understand new words. Several factors contributed to this issue, including lack of interest in learning English, limited exposure to vocabulary learning strategies, and reliance on traditional teaching methods that focused solely on memorization. As a result, many students scored below the minimum standard in vocabulary-based assessments.

In response to these challenges, English teachers need to adopt more engaging and effective teaching strategies that encourage active participation and meaningful learning. One such strategy is the Mind Mapping method, a visual learning technique introduced by Buzan (1993). Mind Mapping allows learners to organize vocabulary into structured visual diagrams, using colors, branches, keywords, and images. This method stimulates both hemispheres of the brain, making vocabulary learning more interactive, creative, and memorable.

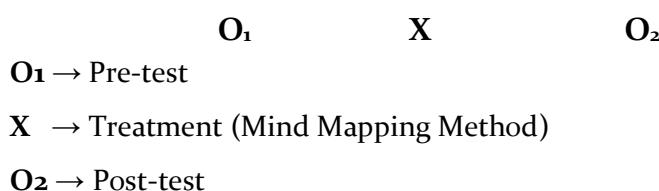
Mind Mapping has been widely recognized for its positive effects on students' learning outcomes. Previous studies by Yugafiaty & Priscila (2019), Kim (2022), and Wang (2021) reported that mind mapping significantly enhances vocabulary mastery, improves retention, and increases students' motivation. By connecting new vocabulary with prior knowledge visually, students are able to recall words more easily and understand their relationships within specific topics.

Given its potential benefits, this research focuses on examining whether the Mind Mapping method is effective in improving the vocabulary mastery of eleventh-grade students at MA YPPI Bulukumba. The study specifically explores how mind mapping assists students in understanding and organizing nouns and verbs through thematic bubble maps. The results of this study are expected to provide valuable insights for teachers, students, and future researchers in applying innovative learning strategies for vocabulary development.

METHOD

This study employed a **quantitative approach** using a **pre-experimental design**, specifically the *one-group pre-test and post-test model*. This design was chosen to measure the effectiveness of the Mind Mapping method in improving students' vocabulary mastery by comparing students' performance before and after treatment.

The design can be illustrated as follows:



Data was collected using two vocabulary tests administered before and after the intervention to evaluate student progress. During the intervention, students interacted with the mind mapping method in several sessions, focusing on English nouns and verbs.

RESULTS AND DISCUSSION

The results of this study were obtained through the administration of a pre-test, the implementation of the Mind Mapping method as the treatment, and the administration of a post-test. The data were analyzed to determine the changes in students' vocabulary mastery after receiving the treatment. Overall, the findings indicate a significant improvement in students' vocabulary acquisition after being taught using the Mind Mapping method.

In the pre-test stage, the students' initial vocabulary mastery was still relatively low. This is reflected in the average pre-test score, which was only **56,07**. This score indicates that most students were categorized as "poor." Many of them struggled to recognize and understand the meaning of vocabulary items, especially the nouns and verbs that served as the focus of this research. Observations during the pre-test also revealed that students lacked confidence, showed low motivation, and often guessed the answers.

After administering the pre-test, the researcher applied the Mind Mapping method in four meetings. Throughout the learning process, students were guided to create concept maps with specific themes such as *Education* and *Transportation*. The use of colors, images, main branches, and keywords proved helpful in enabling students to understand relationships among vocabulary items. The students appeared more active, enthusiastic, and engaged both in group discussions and in developing their own mind maps. The learning environment became more enjoyable, making it easier for them to remember new vocabulary.

Table 1. Students' Vocabulary Mastery Scores Before and After Treatment

Test Type	Mean Score	Classification	Mean Gain	Sig. (2-tailed)
Pre-test	56,07	Poor	73,33	-
Post-test	88,00	Good-Excellent	46,67	0.000 (<0.05)

This improvement is significant, with a p-value of 1.761 (<0.05). These results indicate that the mind mapping method has a significant positive effect on vocabulary learning.

CONCLUSION

The findings of this study demonstrate that the Mind Mapping method is highly effective in improving the vocabulary mastery of eleventh-grade students at MA YPPI Bulukumba. The significant increase in students' scores from the pre-test to the post-test indicates that the use of Mind Mapping provides meaningful support in helping students understand, recall, and apply new vocabulary. The average score improved from **56.07** before the treatment to **88.00** after the treatment, and the statistical analysis confirmed that this improvement was significant. This suggests that Mind Mapping not only enhances students' vocabulary knowledge but also increases their engagement and motivation during the learning process.

The success of Mind Mapping in this study can be attributed to its visual and structured nature, which allows students to categorize vocabulary and form meaningful associations between words. By using colors, branches, and images, Mind Mapping stimulates students' creativity and boosts their memory retention, making vocabulary learning more effective and enjoyable. The method also encourages active participation and collaboration, helping students become more confident in using new vocabulary.

In conclusion, the Mind Mapping method can be recommended as an effective alternative strategy for teaching vocabulary in English language classrooms. Teachers are encouraged to incorporate this technique into their instructional practices to create a more dynamic and student-centered learning environment. Future studies could expand on this research by involving larger samples, including control groups, or exploring the effectiveness of Mind Mapping in other areas of language learning such as reading comprehension, writing, or speaking.

ACKNOWLEDGEMENT

This research was able to run smoothly thanks to the support, guidance, and participation of all parties involved throughout the process. The researcher would like to express sincere gratitude to the principal, English teacher, and the eleventh-grade students of MA YPPI Bulukumba for their cooperation and willingness to take part in this study.

Special thanks are also extended to the academic advisors who provided valuable direction and constructive feedback during the preparation of this thesis.

This research was conducted independently by the researcher without financial support from any institution or organization.

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Journal of Education Sciences: Fondation & Application
Vol.4No.2, Desember 2025

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