

ABSTRACT

Miranto. 2025. *The Effectiveness of Mind Mapping Technique in Teaching Vocabulary to Young Learners*. Skripsi. English Education Department Faculty of Teacher Training Education Islamic University of Kadiri. Advisor I: Dr. Ayu Fatmawati., M.Pd., Advisor II: Kristanti Yuntoro Putri M.Pd.

This study explores the effectiveness of the Mind Mapping technique in teaching English vocabulary to young learners, particularly fourth-grade students at SDN Banaran 1 during the 2024/2025 academic year. The study employed a one-group pretest-posttest design involving 26 students. The vocabulary material focused on concrete nouns related to household items, aligned with the students' daily experiences. Data were gathered through pretests, posttests, and classroom observation.

Students participated in three learning sessions where vocabulary was taught using Mind Mapping. Descriptive statistics revealed a decrease in mean scores from the pretest (69.23) to the posttest (56.92). The Wilcoxon Signed-Rank Test showed no statistically significant difference ($p > 0.05$) in students' vocabulary mastery before and after the treatment. Despite this, classroom observations indicated active student participation, enthusiasm, and peer interaction throughout the lessons. The lack of significant improvement in test scores was likely influenced by external factors, such as noise disturbances and student distractions during the posttest period.

The findings suggest that while Mind Mapping encouraged student engagement and interactive learning, it did not lead to significant measurable improvement in vocabulary mastery within the short timeframe and limited conditions of the study. Therefore, it is recommended that