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## INCREASING STUDENTS' VOCABULARY MASTERY BY USING MIND MAPPING

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**Abstract:** This research aimed to increase students' vocabulary mastery by using mind mapping. The researcher gave material about vocabulary by using mind mapping via WhatsApp group (online learning). The subject of this research was class VII C which consists of 25 students at SMP Tut Wuri Handayani Makassar, the academic year 2020/2021. The researcher used the classroom action research method in two cycles; each cycle consists of planning, action, observation, and reflection. The instrument used interview, field note, vocabulary test, and documentation. The result of this research showed the increase of the student's vocabulary mastery by using the mind mapping technique from cycle 1 to cycle 2. It can be seen from the average test calculating in cycle I was 70.48 (11 students or 44% got completeness) and cycle II was 80.6 (18 students or 72% got completeness). This indicates that by using mind mapping, students' vocabulary mastery can be increase significantly.

**Keywords:** *Mind Mapping Method, Online Learning, Vocabulary Mastery*

**Abstrak:** Penelitian ini bertujuan untuk meningkatkan penguasaan kosakata siswa dengan menggunakan mind mapping. Peneliti memberikan materi tentang kosakata dengan menggunakan mind mapping melalui grup WhatsApp (pembelajaran online). Subjek penelitian ini adalah siswa kelas VII C yang berjumlah 25 siswa di SMP Tut Wuri Handayani Makassar tahun ajaran 2020/2021. Peneliti menggunakan metode penelitian tindakan kelas dalam dua siklus; setiap siklus terdiri dari perencanaan, tindakan, observasi, dan refleksi. Instrumen yang digunakan wawancara, catatan lapangan, tes kosakata, dan dokumentasi. Hasil penelitian menunjukkan peningkatan penguasaan kosakata siswa dengan menggunakan teknik mind mapping dari siklus 1 ke siklus 2. Hal ini terlihat dari rata-rata hitung ulangan pada siklus I adalah 70,48 (11 siswa atau 44% ketuntasan) dan siklus II adalah 80,6 (18 siswa atau 72% ketuntasan). Hal ini menunjukkan bahwa dengan menggunakan mind mapping, penguasaan kosakata siswa dapat meningkat secara signifikan.

**Kata Kunci:** *Metode Mind Mapping, Pembelajaran Online, Penguasaan Kosakata*

### INTRODUCTION

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Particularly as students develop greater fluency and expression in English, it is significant for them to acquire more productive vocabulary knowledge and to

develop their own personal vocabulary learning strategies (Aziz & Yamat, 2016). Furthermore, vocabulary is one of the language components which should be learnt by students as well as possible. If the students have a lot of vocabularies, it can help the students practice their English skill. Mastering a lot of vocabularies also help the students interact with

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each other using English language confidently. It means that, if the students can select appropriate words in their sentence, it will be easy for them to use English both oral and written forms in daily life. Based on Curriculum 2013 (K13), students are expected to apply the structure of the text and element of the language to do a social function being used as an instruction (Faradita, Jamiluddin, & Budi, 2020). It could be concluded that have a lot of vocabularies helping the students not only in oral situation but also in written situation.

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 (Samhudi, 2015). Based on that statement, it is said that vocabulary is one of the most essential in verbal communication.

Alqahtani (2015) argued that the acquisition of an adequate vocabulary is needed for successful foreign language use because without an extensive vocabulary, a language learner will be unable to use the structures and functions we may have learned for comprehensible communication. Some research has shown that second language readers rely heavily on vocabulary knowledge and the lack of that knowledge is the main and

the largest obstacle for readers to overcome. Regina (2007) points out, "Mind mapping technique is one of the methods that can improve students' vocabulary mastery. Mind mapping can be more effective and efficient if teacher able to create a supported condition or situation during teaching-learning process in the classroom. Vocabulary could not be insulated from the language because it was an important part of a language".

Furthermore, the importance of vocabulary has made many language teachers and research explorers expose language teaching and learning process by implementing various teaching techniques (Yahrif, 2015). Vocabulary is one of the most important aspects of learning foreign language. Vocabulary cannot be isolated from the language since jargon is a piece of language (Delatu, Wowor, & Kamagi, 2021).

In relation to this study, vocabulary is one of the linguistic features which influence the communicative competence (N. Schmitt, 1997). It has direct contribution on the mastery of the four language skills (Montgomery, 2017). In short, it can be said that, by having enough vocabulary, the students' mastery on language components also will be improved. In addition, the teacher 90 does not use a technique that makes the students interested. These days, teacher only gives the vocabulary materials by giving the students task to find the meaning of the new vocabularies in the dictionary and then ask them to memorize it (Delatu et al., 2021).

### **General Concept of Vocabulary**

Vocabulary becoming fundamental part of language, which is used by people in any condition either; it is in the form of spoken or written language. Therefore, the more vocabulary the learners have, the easier for them to develop their four skills such as listening, speaking, reading and writing and learn English second language generally. Generally, vocabulary is the knowledge of meanings of words. Vocabulary is the list of words with their meaning, especially in a book for leaning a foreign language. Vocabulary refers to word or a set of words in a language or knowledge of words regarding its forms, meanings and how to use it accurately in the context. Therefore, learning vocabulary is the most important ways to build the ability in reading, writing, listening as well as speaking. So that, teaching vocabulary use words mapping technique will connect the student's prior knowledge to the new concepts and developing their conceptual knowledge related to the words (Hakim, 2019).

### **Techniques in Increasing Vocabulary**

Allen in Yahrif (2015) classified that the technique in learning vocabulary in many ways as following below: The students look at several words that are introduce in the first-year textbook, words representing nouns, verbs, and adjectives. Five and other kind of words such as preposition, conjunction, auxiliary schools are emphasized in simple words like name of animals, fruits, and act. In noun simple verb that they are usually use in every day. Name of

colors, characteristic of persons, in adjectives and many other that are easy to be comprehended by the students. Some classes for beginner, teacher use all these ways to explain meaning of vocabulary words. The ways here are through: pictures, explaining in the students' own language, and describing in simple English by using vocabulary that students already know. This phase, simple English is used to show the meaning of words, more words for area of living words related to food, clothing and so on. The value of seeing a new word in a sentence and the meaning in dictionary is also used to show the teacher how to explain `new` words by means of the English word the students are most likely to know (Yahrif, 2015).

Teaching vocabulary is an important aspect of acquiring a language (Alqahtani, 2015). It was nearly impossible to learn a language without words. Recent research clarified that teaching about vocabulary would be problematic because several teachers were not convinced about the best practice in vocabulary teaching and at times did not know where to begin to form an instructional emphasis on word learning (Berne & Balchwicz, 2008). Either teachers or students recognize that acquisition of vocabulary is the main factor in teaching a language (Walter, 2004).

### **Mind Mapping**

Buzan (2004) states mind mapping is a powerful graphic technique, which provides a universal key to unlock the potential of brain.

Mind mapping technique imitates the thinking process, namely possible us to move from one topic to other topics back and forth. Recording the information through symbols, pictures, emotional meaning and colors, exactly the same like our brains process it. Additionally, Mind Mapping is a creative, effective, and literal way to record Mind Mapping thoughts and route maps that facilitate memory and make it possible to build facts and thoughts so that the natural workings of the brain are involved from the beginning. This means remembering information will be easier and more reliable than using traditional retrieval techniques. In addition, Mind Mapping is a storage system, data recall, and tremendous access to the gigantic library in a great human brain (Yahrif, 2021).

Buzan (2009) states that making Mind Mapping requires imagination or thinking, such as how Mind Mapping is made: (1) Starting from the middle of blank paper, (2) Use the image (symbol) for the main idea, (3) Use different colors, (4) The main branch relationship with the central image, (5) Create a curved line, (6) Use one keyword for each row and use the picture. Moreover, Al-Jarf (2021, p. 54) points out that mind-mapping is used to enhance learning. Visual learners find it useful as an illustrative tool that assists with managing thought, directing learning, and making connections. Al-Jarf (2021, p. 51) also adds that mind-mapping enables students to better organize, prioritize, and integrate material presented in a course.

Mapping concept is a technique to represent the knowledge in graphs. The concept of mapping introduced in elaborating the knowledge of learners to the words. Word meaning instruction that helps learners fit new words into existing conceptual network and it is substantially more effective than having students look up words in a dictionary or read words in interesting and relevant context (Hakim, 2019).

Furthermore, mind mapping is an activity that helps bring into relationship among words in the text, and helps to understand by creating associate network for word. Mapping words are visual displays of word meanings organized to depict relationships with other words. To develop students' vocabularies, teachers need to promote in-depth word knowledge (Faradita et al., 2020)

To solve this case, the researchers explain one method that can be used in this study, the method is mind mapping. Mind mapping technique is one way to generate ideas in learning vocabulary. This method can be used to help the students in learning English in order to increase the students' vocabulary mastery. The aim of this mind mapping technique is to help the students' deeper understanding of words., the objectives of the research was to find out the increasing students' vocabulary after using mind mapping method.

## **METHOD**

### **Types of Research**

The research method used a Classroom Action Research (CAR). Classroom action

research begins with a question about classroom experience, issues, and challenges. It is a reflective process that helps teachers to explore and examine aspects of teaching and learning, and to take action to change and improve the students' skills in the teaching-learning process.

### **Respondents**

Respondents of this research were students in class VII C of SMP Tut Wuri Handayani Makassar. The number of students consisted of 25 students. It was chosen based on discussion with the teacher, the class which had the lowest achievement of English, especially in vocabulary mastery. Therefore they need appropriate techniques to help them in improving vocabulary mastery.

### **Instruments**

#### **a. Field note**

It was used by the researcher as a note during this research process (from the beginning till the end of research)

#### **b. Interview guide**

It was used to collect information about the subjects of this research. It can obtain from the teacher or the students.

#### **c. Vocabulary test**

It was used to know the student's competence in vocabulary mastery.

### **Data analysis Technique**

1. To measure the average or mean of students' vocabulary score in every test, the formula as follow:

$$\bar{X} = \frac{\sum X}{N}$$

Explanation:

$\bar{X}$  = Mean score

$\sum X$  = Sum of individual score

N = Total number of individuals

(Sudjiono, 2014)

2. To know the percentage of the students' development in vocabulary mastery:

$$P = \frac{F}{N} \times 100\%$$

Explanation:

P = Percentage of students' improvement

F = Students' frequency who passed the minimum scored

N = Total number of students

**Tabel 1. The classification of the students' score**

No	Score	Criteria
1.	95 – 100	Excellent
2.	85 – 94	Very good
3.	75 – 84	Good
4.	65 – 74	Fairly good
5.	55 – 64	Fair
6.	35 – 54	Poor
7.	0 – 34	Very poor

(Sudjiono, 2014)

### **The procedure of Collecting Data**

#### **Cycle 1**

##### *Planning*

In this session, the researcher identified the issue or the problem in the school then decides for implementing a method of research to overcome the teachers' and the students'

problems in the school. In this session, the researcher analyzed a unique and interesting method that suitable to the students' needs. Besides the researcher made the materials that belong to the curriculum of the school and also makes the lesson plan of teaching reading comprehension, every lesson plan consists of one meeting because there were four meetings in every cycle, hence there were four lesson plans in every cycle.

#### *Action and Observation*

The researcher implemented his planning to the students via WhatsApp or Google Meet, he conducted his research by using mind mapping to increase the students' vocabulary and also to build the interest of students in studying English. While conducting the research, the researcher observed the students to see their development, to see the attitude of students in vocabulary mastery, and to ask himself about "how the mind mapping effective to increase the students' vocabulary".

#### *Reflection*

In this session, the researcher reflected on, evaluated, and described via WhatsApp or Google Meet about the effectiveness of the mind mapping technique to make clear the situation that has happened, but if the researcher finds many mistakes in the first cycle the researcher would decide to continue the research in the next cycle until it is successful to increase the students' vocabulary mastery.

## ***Cycle 2***

### *Planning*

In this session, the researcher identified the issue or the problem in the first cycle then decides for implementing a technique of research to overcome the teachers and the students' problem in the school. The researcher analyzed a unique and interesting technique that differs from the technique in the first cycle but still uses mind mapping. Besides the researcher made materials that belong to the curriculum of the school, the researcher made a lesson plan of teaching vocabulary. The meetings same as in the first cycle.

### *Observation and action*

The researcher implemented the planning to the students via WhatsApp or Google Meet, he researched the use of mind mapping to increase the students' vocabulary and also, to build the interest of students in studying English. While conducting the research, the researcher did observation to see the development of students and to see the attitude of students in vocabulary learning.

### *Evaluation*

In this session, the researcher reflected on, evaluated, and described via WhatsApp or Google Meet about the effectiveness of mind mapping to make clear the situation that has happened, then if the researcher still finds several mistakes in the second cycle the researcher would decide to continue his research in the next cycle until his research be

success to increase the students' vocabulary mastery through mind mapping.

## RESULTS AND DISCUSSION

### Results

The data was analyzed by qualitative and quantitative data. The qualitative data was taken from field note, interview, and documentation. The quantitative data were taken from the average of students' score in taking vocabulary test. Implementation of the mind mapping technique to increase the students' vocabulary mastery was conducted in two cycles. There were four meetings in every cycle, three meetings for teaching materials and one meeting for test sessions to measure the students' progress. This research was conducted on July to August 2021. The result of test was calculated to average and percentage formula (Table 1).

**Table 2. The result of pre-test, post-test cycle 1, and Cycle 2**

No	Initial	Pre-test	Post-test I	Post-test II
1.	N	75	87	74
2.	MFK	35	39	70
3.	DW	65	69	87
4.	AA	75	77	77
5.	AIL	75	79	66
6.	DRAP	40	42	67
7.	NJA	74	77	74
8.	MNA	50	55	86
9.	M	45	55	67
10.	R	75	79	79
11.	MR	75	87	83
12.	MAP	80	84	83
13.	APM	65	70	66
14.	DTZ	60	70	75
15.	NA	70	75	87
16.	MRSSS	70	77	87
17.	TS	75	78	86
18.	HR	65	72	87
19.	AAA	80	88	92
20.	A	70	73	86

21.	IR	70	73	92
22.	SCC	65	68	87
23.	MCP	64	64	91
24.	MFI	45	55	75
25.	VRBN	65	69	91
		$\sum x =$	$\sum x =$	$\sum x =$
		1628	1762	2015
		$X =$	$X =$	$X = 80.6$
		65.12	70.48	

From the data above there was increasing of the students' ability. It could be seen from the average of the test (pre-test, post-test I, post-test II) that increase.

#### a. Pre-test

The pre-test was conducted to get the preliminary data or done before Classroom Action Research (CAR) and to identify the students' mastery and problems in vocabulary. In pre-test there were 20 questions 15 questions in multiple choices and 5 questions in essay.

To get the result of pre-test, the researcher calculated the average score:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1628}{25}$$

$$= 125$$

Then the percentage score of students' test result that was passed the Minimum Criteria of Completeness (KKM), the researcher used the following formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{8}{25} \times 100\%$$

$$P = 32\%$$

Based on the result above, the data showed that the average of the pre-test was 65.12 there were only 8 students or 32% who passed the score standard (75) as minimum

criteria of completeness meanwhile there were 17 students below the criterion. It was categorized as incompleteness. It showed that there was less increasing between pre-test to post-test and it was indicated the students was still lack of vocabulary mastery.

b. Post-test 1

In the post-test 1 the students score got increasing and had given reaction to pay more attention to the teacher and material. The result of post-test showed the average score of the class increased to 70.48 which there were 11 students who passed the Minimum Criteria of Completeness (KKM) 75. The average derived from the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1762}{25}$$

$$\bar{X} = 70.48$$

Then, the percentage score of students' test result that was passed the Minimum Criteria of Completeness KKM, the researcher used the following formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{11}{25} \times 100\%$$

$$P = 44\%$$

c. Post-test 2

In the post-test 2 the students score got increasing significantly. The students could understand and analyzed kinds of noun, adjective, adverb on mind mapping well.

Based on the table 4.1 above, total score of the students was 2015 and the researcher

applied the following formula to get the average of the students' test:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1615}{25}$$

$$= 80.6$$

Then, the percentage score of students' test result that was passed the Minimum Criteria of Completeness (KKM):

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{18}{25} \times 100\%$$

$$P = 72\%$$

It showed in the post-test 2 more than 50% students could increase their vocabulary by using mind mapping technique.

**Table 3. The data of test result**

No.	Cycle	Mean	Percentage
1.	Pre-test	65.12	32%
2.	Post-test I	70.48	44%
3.	Post-test II	80.6	72%

The mean of the students' score in the post-test II was highest, it could be showed that the students' vocabulary mastery by using mind mapping increase from 65.12 to 80.6.

From the table above, the result showed the increasing of the students' score from the pre-test to post-test 1, post-test 1 to post-test 2. In the pre-test the students who passed the KKM were 8 students of 25 students (32%). In the post-test 1 there were 11 of 25 students (44%) passed the KKM. The last, in the post-test 2 the students passed KKN were 18 students of 25 students (72%). The increasing



of pre-test to the post-test 1 was about 12% and the increasing of post-test 1 to the post-test 2 was about 28%.

There were increasing on students' vocabulary mastery by using mind mapping technique. The mean of the first cycle was 44% then the mean of the second cycle was 72%. It indicated that the score and the mean in the second cycle were better than the first cycle.

In pre-test there were 8 students or 32% and post-test 1 there were 11 students or 44% who passed the score standard (75) as Minimum Criteria of Completeness. It means there was increasing about 12 %. Then in post-test 2, there were 18 students or 72% passed the Minimum Criteria of Completeness KKM and the increasing about 28%. It showed that there was increase significantly the students' vocabulary mastery after using mind mapping technique from the Cycle 1 to cycle 2.

Based on the result above, it indicated that most of the students participated in the class enthusiastically. All activities in the second cycle could run well. The problem in the first cycle could be solved in second cycle. Mostly, students' responses in asking and answering questions improve significantly. It could be seen from field note, and the result of the test. While the researcher was explaining the lesson, most of the students were paying attention to the materials and task. They finish the test correctly, and enthusiastically. The result of the test also showed a significant increase. It implied that the use of mind mapping could increase the students'

vocabulary mastery and also help the teacher to teach vocabulary.

### **Discussion**

The researcher explained the topic clear and always kept students' spirit, not to make students bored with an old explanation technique but researcher involved students to be more active during the explanation of materials.

The research finding proved that mind mapping can certain students' vocabulary mastery. We could look at the students' performances in every cycle. The field note indicated that the students were still confused about mind mapping technique to organize vocabulary mastery in the class. There was an increasing of the students' performances. Teacher gave them some appropriate materials which successfully boosted their interests. The chosen topic was related to the students' insight. Therefore, students were easy and enjoy during making the task.

Students' performances above influenced the result of students' final test in every cycle. In the first cycle, the average of pre-test was 65.12. After implementation of mind mapping technique, the average score of post-test 2 was 70.48. It showed that there was lack increasing in cycle I. Here, the mind mapping technique had not given a big contribution in which most of the students still could not pass the minimum score. Mostly, students had difficulties creating good mind maps. They were not able to collect their ideas in it. Therefore, the researcher decided to continue to the second cycle.

In the second cycle, the average increased became 80.6 and the percentage of the students who passed the Minimum Criteria of Completeness was increased significantly became 72%. It was caused most of the students were familiar and fully interested in using mind mapping. Their mind maps also improved better. It illustrated the relevant materials for them. The materials in cycle 2 were attractive and suitable for their English level.

Based on those previous data that is discussed above, the researcher suggests that the implementation of the mind mapping technique to increase students' vocabulary mastery was successful and effective. It emphasizes the technique that was used enjoyable, simple, and accurate to increase students' vocabulary mastery. Subsequently, students could understand vocabulary by using mind mapping that they had done, it was seen in their improvement. Hence, using the mind mapping technique is particularly helpful in the process of teaching and learning to increase student's vocabulary mastery. It is supported by Buzan (2009) that mind mapping is an effective technique to increase students' vocabulary mastery.

## CONCLUSION

Based on the result of the research, students still got a difficulty using mind mapping in vocabulary mastery in cycle 1. It is caused that they were still confused to understand and organized their ideas. It is proved by the minimum criteria of

completeness (KKM) as 44%. Nevertheless, there is improvement found in the second cycle. The students responded to the learning activity enthusiastically, were interested in the topic, and give the motivation to increase vocabulary mastery. It is seen by the result of research minimum criteria (KKM) which is 72%. Both cycle 1 and cycle 2 indicate that there is an increase from cycle 1 to cycle 2.

The use of the mind mapping technique successfully can improve students' enthusiasm to use it in vocabulary mastery. It is proved from students' participation in vocabulary mastery activity by using mind mapping. Moreover, the high improvement of the result is also caused by the appropriate topics choices from the teacher which is very engaging with the students. Therefore, the researcher concludes that using the mind mapping technique for the eleventh-grade at SMP Tut Wuri Handayani Makassar can be applied to increase students' vocabulary mastery.

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