

CHAPTER 1 INTRODUCTION

A. The Background of the Study

There are many factors that cause the students' difficulties in learning. One of them is the method given by the teacher. Teaching English as a foreign language requires the use of effective learning method. According to Richards and Rodgers (in Brown:48), "Method is an umbrella term for the specification and interrelation of theory and practice." Furthermore they state that virtually all language teaching methods make the oversimplified assumption that what teachers do in the classroom can be conventionalized into a set of procedures that fits all contexts. It means that a set of procedures or the techniques in teaching have an influence to the student's learning result.

Today, English has very important role in all aspects of life. Every people is hoped to be able to speak English as the compulsion of modern era, which everything is sophisticated. In learning English, the students have to able to achieve the language skills, namely listening, speaking, reading, and writing. The students are demanded to be able to use English to fulfill their daily needs such as reading the newspaper and communicating both spoken and written for solving their life problem. In other word, the purpose of English teaching in Junior High School is to reach communication target. It refers to discourse competence including comprehension and production competence both of written and spoken text realized in to four language skills and it will be used to respond and produce the discourse in their society.

To achieve the four language skills, students have to know, memorize, and learn about vocabulary as the basic of English part but that's not easy to learn English as we think. In learning English, one of the factors is the poor mastery of vocabulary knowledge. The students are lack of stock of the words. The students who have little knowledge of vocabulary will face some difficulties to understand the written language and oral language. Dellar and Hocking (in Thornbury, 2002:13) say, "If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with word." The students may get some difficulties in learning a language if they have limited number of vocabularies. Saleh (1997:12) argues, "The success in mastering a language is determined by the size of the vocabulary one has learned." Thornbury (2002:23) adds "The learner needs not only to learn a lot of words, but to remember them." To master all the language skills, vocabulary knowledge are important that have to known by the students and the teachers of English should have a technique that makes the students interesting in learning vocabulary. There are many techniques of making the students interested in what they are learning especially in learning vocabulary. Brown (1994:48) says, "Techniques are the specific activities manifested in the classroom that are consistent with a method and therefore in harmony with an approach as well."

Memory sensory has important value in learning vocabulary. The students need balancing in usage of the left brain and right brain. Whole brain is needed by the students to think perfectly. Right brain is for creativity and visualization. Left

brain is for logical and rational. Mind mapping combines both and become whole-brained. It stimulates the brain by appealing to both the creative and logical side of the brain. According to DePotter and Hernacki as translated into English (in Abdurrahman, 2008:152), "Mind mapping uses visuals reminder and sensory into a pattern from the ideas which are related". Mind mapping allows the students to clarify their thoughts by categorising and grouping into related ideas (de Bono, <http://www.usingmindmaps.com/mind-maps-in-education.html>). It starts with the students' main topic or the theme as the central idea and allows the main branches of mind mapping to represent the main points of their thought (right brain) then combined by the interesting colours and images (left brain) which will stimulate the brain. Thornbury (2002, 18) says, "Acquiring a vocabulary requires not only labelling but categorizing skills." The writer chooses mind mapping as a technique to help the students in memorizing the words which are expected in improving their vocabulary proficiency by memorizing easily.

Rivers (in Thornbury, 2002:144) states that vocabulary cannot be taught, it can be presented, explained, included in all kind of activities and experienced in all manner of associations...but it is ultimately it is learned by the individual."

Mind mapping is believed as one of the techniques or activities which can be used in teaching vocabulary which involve the essential idea and encourages memorizing vocabulary easily.

From the explanation above, the research will be conducted to see how the application of mind Mapping Technique can increase students' mastery of vocabulary.

B. The Problem of the Study

Based on the background of the study, it can be state that mastering students' vocabulary by using mind mapping technique is very helpful. This study will be conducted with the intonation to discover whether the used of mind mapping can help the students to master their vocabulary. The research problems of this study are formulated as the following:

1. How can the implementation of mind mapping improve the students' vocabulary mastery?
2. How does the process of teaching and learning vocabulary take place with mind mapping technique?

C. The Scope of the Study

This study basically is limited on the use of mind mapping student's vocabulary achievement that is based on the content of VII grade's English subject.

D. The Objective of the Study

The objective of this study are :

1. To find out the improvement of students' vocabulary mastery by applying mind mapping technique.
2. To find out the process of teaching and learning vocabulary with mind mapping technique.

E. The Significance of the Study

There are some significances of this study in teaching vocabulary through mind mapping technique to the seventh grade students.

- 1) By having read this study, the teachers of English are expected to increase their strategy in teaching vocabulary and the writer hopes that this study will give a contribution in the educational side to the development of language teaching and learning about vocabulary through mind mapping.
- 2) For the students, it is expected that this study will overcome the difficulties of students' in memorizing their vocabulary and it can help the students to be interested in learning vocabulary
- 3) For those who are interested in this study, it is expected that this study to be one of the references for other researchers to get information about teaching through mind mapping.