

CHAPTER I

INTRODUCTION

A. Background of the Study

Learning a lot of vocabulary not just learning English, but studying all of the world's languages, becomes an essential component of learning a foreign language. The four skills of reading, writing, listening, and speaking are necessary for language learners. However, the student must first acquire vocabulary to master those four language skills. The result was that the students had to commit a large number of words to memory to articulate a notion. In addition, how can people write if they don't know even one word to write with? How can they comprehend what they read if they don't understand the meaning of the words? As a result, mastering a language requires a large vocabulary Thornbury, S. (2002), cited in David Wilkins (1972). Additionally, without vocabulary, nothing can be communicated.

As we are all aware, vocabulary is crucial for both daily life and language acquisition. People cannot effectively communicate if the words, phrases, or utterances they use to express themselves are not understood. As a result, English language learners need to commit a lot of terminology to memory. Due to this, students now need to learn an extremely large number of words; on average, they should add 2,000–3,000 new words every year to their reading vocabulary (Beck, McKeown, Kucan, 2002, & Bauman, 2004). To boost their vocabulary knowledge, students need to study and memorize an additional six to eight words

per day on average. The percentage of students who learn perhaps 1000 words every year has increased by 30% (Sthal, 1999).

Words reflect complex and frequently many meanings, and to understand these meanings in the context of other words in sentences and paragraphs of texts, one must master vocabulary. The reason for this is that vocabulary is the most evident aspect of language (Richard, 2001). Additionally, Hayes, Wolfer, and Wolfe (1996) emphasized in Kamil and Hiebert (2005) that children are expected to learn many new words from texts in addition to comprehending words in texts. Additionally, Morra & Camba (2009) noted that it is currently commonly acknowledged that learning vocabulary is one of the crucial components of both acquiring one's language and learning a foreign language.

As the teacher's guide during the teaching process, it is important to take into consideration the principles of teaching and learning. Hornby (1995) said that "teaching means the work of the teacher" in Rohania (2010). Nunan (1991) emphasized that when teaching vocabulary takes back its rightful place in language classrooms, the problems, ideas, and methods examined will become more and more essential and valuable. Nunan (2003) also listed the following guidelines for teaching vocabulary, a) concentrate on the vocabulary that will be most useful, b) concentrate on the vocabulary in the most appropriate way, c) emphasize high-frequency words throughout the four-course strands, and d) encourage language learners to reflect on and take ownership of their learning.

In response to the question of how important English is for young students, According to Nugroho (2007:15 cited in Budiman, 2014:4), "the

teaching principles would highly influence the foreign language learners' understanding of the topic taught." For learners to acquire a solid foundation in English through a sound teaching process and structural transfer, the teaching must be based on an acceptable strategy that is related to the teaching principles.

The approaches for both vocabulary teaching and vocabulary learning must be founded on the right teaching concepts. As a result, the teacher had access to a variety of teaching methods. In conclusion, the use of strategy was necessary. Additionally, one of those techniques involved employing mind mapping to increase the student's vocabulary proficiency.

The goal of the formal educational facility SD Negeri 066666 Medan is to develop capable graduates, particularly in the English language. The students at SD Negeri 066666 are not very excellent at understanding vocabulary, thus they need to study vocabulary engagingly to keep them interested in what they are learning.

One method for engaging the complete brain in learning is the mind mapping technique, which can increase students' enjoyment and interest in learning English, particularly vocabulary. According to Al-Jarf (2011), referenced in Sahrawi (2013), "a mind map is a graphic organizer in which the principal categories radiate from a core idea and sub-categories are shown as branches of broader branches." Additionally, the mind mapping technique is a method for teachers and students to understand a course or business plan that is being examined. Additionally, it is employed as a technique to aid students in reading and describing a topic. The mind mapping method will encourage students to

explore the words they have in their heads. It is consistent with Hofland's (2007) assertion that mind mapping is a technique that activates both sides of the brain. The left half of the brain is responsible for logical and reasonable thought, while the right side is responsible for creative thought. Therefore, it thinks it can aid in their language learning and memorization. Furthermore, when properly executed, mind mapping can help someone absorb, organize, and store as much information as possible while facilitating simple access (Buzan, 2009). He added that engaging different learning styles, such as those involving images, might encourage students to see connections between different aspects of their subject. They require both hemispheres of the brain from the students.

Additionally, Buzan (2009) compared to the conventional way of taking notes and learning by rote, the mind mapping methodology uses a unique combination of imagery, color, and visual-spatial organization that has proven to dramatically boost memory. It serves as a graphic representation of thoughts that are arranged radially around a main topic. According to Jaimi (2006), the mind map technique is centered on a single word or text that is positioned in the middle and to which associated thoughts, words, and concepts are added.

Additionally, Buzan (2009) outlines the processes for creating a mind map, specifically: 1) Lay out a piece of white paper in landscape orientation. 2) To begin, doodle a colored image in the paper's middle, then write the keyword in all capital letters. 3) Pick a color and sketch the mind map's key topics on the broad branches extending from the main image. 4) Expand the map's major theme branches. 5) Create rich, vibrant branches that extend from your mind map. 6) Use

capital letters and write the keyword's fundamental concepts. 7) Include an image in each of the main branches to represent each important subject, and utilize photos to illustrate each significant phrase on your map. 8) Be as creative as you can when mind-mapping.

Additionally, Thornbury (2002) students need to memorize as many terms as they study. Utilizing the memory sense is what mind mapping for language instruction entails. To think clearly, students must balance both their left and right brains. While the left half of the brain is used for reasoning and logic, the right side is used for creativity and visualization. Thus, the right and left sides of the brain are combined in the mind-mapping approach. By appealing to both the rational and artistic aspects of the brain, it increases mental activity.

In summary, mind mapping is a creative method for expressing ideas by creating countless connections in your head. Mind mapping offers the ability to freely explore the limitless capacity of the brain. A mind map has the potential for a new and wider set of associations with each keyword added. Because mind mapping enhances the classroom environment and boosts students' vocabulary knowledge, the researcher feels that teaching vocabulary this way is particularly effective for both teachers and students in the teaching-learning process.

According to a recent study, adopting the mind mapping approach helps students use both the left and right sides of their brains while also scaffolding their vocabulary learning. Using the mind mapping technique for teaching and growing vocabulary helps students strengthen their prior knowledge so they may learn vocabulary correctly and independently. Based on the explanation above, the

researcher is interested in doing research under the title “The Role of Mind Mapping to Increase English Vocabulary for Students at Elementary School ”.

B. Problem of the Study

Based on the background of the study above, this research question is: “Was there an increase in students’ English vocabulary by using the mind mapping technique for fourth-grade students in SD N 066666?”

C. Objective of the Study

The researcher's stated particular goal was to determine whether using mind-mapping to teach vocabulary could help students learn more words. Out of the aforementioned research question, this study objective was developed.

D. Scope of the Study

The scope of this research was a study of the use of the mind mapping technique to increase students’ English vocabulary in fourth grade in SD N 066666.

E. Hypothesis

According to the writer's proposal, the following is the hypothesis in this study:

H_0 = The fourth-grade students at SD N 066666 could not increase their vocabulary by using mind-mapping.

H_a = The fourth-grade students at SD N 066666 could increase their vocabulary by using mind-mapping.

F. Significance of the Study

Both theoretical and practical contributions were anticipated from this investigation.

1. Theoretical

The researcher hoped that this research would be a very useful reference and could help teachers conduct learning that was relatively easy for students to understand. They also hoped that it would contribute to English language learners in general and especially for students of SD N 066666 in mastering English vocabulary.

2. Practical Significances

While the practical benefits expected in this study consist of benefits for teachers, students, and others, which are described as follows:

a. For the student

- 1) Students were expected to increase their memory and easily memorize vocabulary.
- 2) Students were expected to master English easily.

b. For the teacher

- 1) Information for English teachers was anticipated from this research.
- 2) The goal of this study was to increase students' vocabularies.