

CHAPTER I

INTRODUCTION

This chapter presents background of the study, statement of the problem, objective of the study, hypothesis, theoretical framework, significance of the study, scope and limitation, definition of key terms, and organization of the study.

1.1 Background of the Study

Vocabulary is one of the important things to learn in learning a language including English. Vocabulary, as one of the language components, functions as the main component of language proficiency that can improve the development of the four language skills (listening, speaking, reading, and writing) (Renandya 2002 : 255).

However, learning vocabulary is not easy; students often get bad scores in vocabulary tests. Usually, the students are taught vocabularies using the conventional strategies. There are some new words in the students' workbook and in teaching these words, the teacher asks them to repeat after him or her only. If the students do not know the meaning of some words, the teacher asks the students to write down the words with the meaning in their notebook. With this technique, the students feel bored and reluctant to learn the new words. Teachers therefore, should have some interesting techniques to engage the students' interest in learning vocabulary.

Actually, there are many ways to learn vocabulary. One of them is using mind mapping, where students can brainstorm their ideas into a mapping structure given. Buzan (1993:1) as quoted in Samhudi (2015) states

that mind mapping is a powerful graphic technique which provides a universal key to unlock the potential of the brain.

In order to help the students improve their vocabulary mastery, a teacher needs to apply an appropriate approach. One of the approaches that might be used in teaching vocabulary is mind mapping. It helps teachers relate subject matter content to real world situation and motivates the students to make connection between knowledge and its applications to their life. According to Buzan (2009: 4), “mind mapping is an easy way to place information to brain and take information out from brain. Mind Mapping is creative and effective way to write and will map your mind by a simple way.” He also said that it is creative, effective and simple method of note taking. It is powerful graphic technique which provides a universal key to unlock the potential of the brain. Mind mappings very useful for students to memorize vocabulary. Therefore, this way is expected to stimulate the students’ interest.

Mind mapping allows the students to clarify their thoughts by categorizing and grouping them into related ideas. It starts with the students’ main topic in the center, and then they have to add some branches about additional information about the main topic, and they can combine with some interesting pictures or colors. Mind mapping is believed to be one technique in teaching vocabulary which can involve the idea of the students and encourage them to memorize vocabulary easily. Interested in knowing the effects of mind mapping on students’ vocabulary improvement, the researcher conducts the present study entitled “The Effect of Using Mind Mapping to Improve the

Fourth Graders' Vocabulary". The researcher is interested to know whether mind mapping helps students to improve their vocabulary. The researcher knows that some students do not have sufficient vocabulary in the class, and it is hoped that with the technique of mind mapping, a teacher can help to widen his or her students' vocabulary.

1.2 Statement of the Problem

In line with the background of the study, the problem statement is formulated as follows:

Is there any significant improvement in the fourth grade students' vocabulary achievement after they are taught using mind mapping?

1.3 Objective of the Study

Based on the problem statement above, the objective of this research is to find out if there is any significant improvement in the fourth grade students' vocabulary achievement after they are taught using mind mapping.

1.4 Hypothesis

The hypothesis of this study is prepared as a tentative answer for the research problem. In this study, the alternative and null hypotheses are formulated as follows:

Alternative Hypothesis (Ha): There is a significant improvement in students' vocabulary achievement after they are taught using mind mapping.

Null Hypothesis (Ho): There is no significant improvement in students' vocabulary achievement after they are taught using mind mapping.

1.5 Theoretical Framework

The underlying theories in this study are vocabulary learning and mind mapping. Vocabulary learning can improve the students' language skills (listening, writing, reading, and speaking). In mind mapping theory, the students can improve their idea through the mapping which is given by the teacher, and also it helps the students to think critically.

1.6 Significance of the Study

The study is expected to be applied theoretically and practically:

a. Theoretically

The result of this study is expected to increase the teachers' ability and creativity to teach using mind mapping to students.

b. Practically

The results of this study are expected to encourage English teachers to teach using mind mapping to increase their students' vocabulary.

1.7 Scope and Limitation

This study is a pre-experimental study. The subjects of this study are fourth grade students. This study is focused on the use of mind mapping to teach vocabulary to fourth graders.

1.8 Definition of Key Terms

In order to clarify the key terms used in this study, some definitions are put here:

Vocabulary:

Mukoroli (2011: 6) as quoted in Sahrawi (2013) said that vocabulary is a set of words that are the basic building blocks used in the generation and understanding of sentences.

Mind mapping:

Al-Jarf (2011: 4) as quoted in Sahrawi (2013) said that a mind mapping is a graphic organizer in which the major categories radiate from a central idea and sub-categories are represented as branches of larger branches.