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| **CHAPTER IINTRODUCTION**This chapter provides the background of the study that describes the reasons why the researcher intends to conduct the study. Because of those reasons, statement of the problem, objective of the study, and significance of the study are formulated. Next,the scope and limitation of the study was presented. Finally, the last part is the definition of key terms. It is given to avoid misunderstanding of those terms.I. Background of studyLanguage is important in our daily communication. People communicate with other or express their feelings, by using language. Language is a signaling system which operates with symbolic vocal sound, and which is used by a group of people for the purpose of communication. In oxford Learner’s Pocket Dictionary (2004: 240), language is system of sound, word, etc used by humans to communicate thought and feelings. It means that language is very important for communication in our daily life. And language is one of instrument of communication.There are many languages in the world either as the first, second or foreign language. English is the first foreign language in Indonesia. At present, English is taught in any level of education in Indonesia, from elementary school up to university. The curriculum for basic education up to higher education must include language. The learning materials for languages cover Bahasa Indonesia, local languages, and foreign languages. As forforeign languages, English is chosen because it is an international language that is very important in global dealing (UU Sisdiknas no. 20 th 2003). It is very important for everybody especially for educated people to increase their ability, to develop science, technology, culture and to enlarge communication with other in the world.Many people learn English because they think it will be useful in some way for international communication and travel. Such atudents of general English often do not have particular reason for going to English classes, but simply wish to learn to speak ( and read and write) the language effectively for wherever and whenever this might be useful for them (Jeremy Harmer, 2007:11).It is not easy for people to master English, especially for students, because English is a foreign language in Indonesia. There are four skillsto master English : Reading, Listening, Speaking, and Writing, Out of those four skills Learning vocabulary is a very important part of learning a language.The more words you know, the more you will be able to understand what you hear and read; and the better you will be able to say what you want to when speaking or writing.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.There researcher choosen MI Gendingan as a school to observation because it has a condition that the English lesson is still poor. The English teacher says that some students of MI Gendingan often find difficulties in learning English, There are some problems faced by students at MI Gendingan. It is known after the researcher have done interview with the English teacher and the researcher found the some problems of fifth year students at MI Gendingan, the students are . Firstly, It is difficult for them to answer the question based on a materials. Secondly, the students get difficulties in pronounce words correctly. Pronounce the word correctly is an important part in teaching vocabulary because incorrect pronunciation will influence the meaning of the words. Thirdly, they have difficulties to understand about the meaning and content of a short text because the students vocabulary ability is low exactly in the name of things around them.Based on that condition the factor that influence in English ability is the factor of the students itself and the factor of the teacher (who doubles as an English teacher). The factor of the students at MI Gendingan is that students less imagine, express the ideas into English. Students are not able to memorize vocabulary because students were less attention to spelling and meaning of the word what they know. While the factors students’ vocabulary mastery of the teacher factor is the lack of creatively of teachers in using attract media or techniques that can help students to bemotivated to learn. The importance of vocabulary mastery in language learning, it was combined a media image to facilitate the students’ mind. However, the media can help students' skills to improved and increase of vocabulary mastery. 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. According Brown (1994:48) says, “ Techniques are the specific activities manifasted in the classroom that are consistent with a method and therefore in harmony with 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 De Potter and Henacki as translated into English (in Abdurrahman,2008: 152) “mind mapping use visual reminder and sensory into a pettern from the ideas which are related.” Mind mapping allows the students to clarify their thoughts by categorising and grouping into related ideas. Thornbury (2002, 18) says,” Acquiring a vocabulary requires not only labelling but categorizing skills.” The researcher found a creative way to solve the problems. The researcher chooses mind mapping 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.” By conducting this technique, researcher belief that the students’ vocabulary mastery more improved. As we know, every student has a competence to maximaze his/her brain. By the reason, researcher belief that the technique can improve the students of fifth grade in MI Gendingan in vocabulary mastery which involve the essential idea and encourages memorizing vocabulary easily. From the background of study above, the writer interest in conducting study by the title: “Mind Mapping Technique and Students Vocabulary Mastery (Classroom Action Research) at MI GendinganKedungwaru”.II. Satatement of the ProblemBased on the background of the study, the writer formulates the problem as follow: How can the implementation of mind mapping technique to improve students vocabulary mastery in the fifth grade of Islamic Elementary School Gendingan, Kedungwaru in the academic year 2011/2012”? III. The Purpose of the StudyBased on the statement of the research problem the purpose of the study is intended: To find out the implementation of mind mapping technique can improve students’ vocabulary mastery.IV. Scope and Limitation This study focused on the effort to develop an approprate technique in English class especially in teaching vocabulary. The writer used mind mapping technique to improve students vocabulary mastery at MI AL’Ma’arifGendingan.The study was limitated this investigation about the long time when researcher doing the research because in the classroom action research, the researcher acts as a practitioner and observe the students’ during the process of teaching and learning.So, the writer limited to the subjects of the students joining vocabulary the fifth grade at MI Gendingan in academic year 2011/2012. The use of **mind map in Tony Buzan principles similar to the ‘Network Tree’ mind mapping** as the way to develop the students’ vocabulary. In this technique can be easy without confusing add the material based on the mind mapping. V. Significance of the StudyThe researcher hopes that result of the study will give contributions to: 1. The English 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.1. The Teacher

 The teachers of English are expected to increase their strategy 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.VI. Definition of the Key TermsIt is necessary to define the important key terms in order to avoid misinterpretation of the readers in understanding the ideas presented in this study, those are as follows:1. VocabularyVocabulary is the knowledge of words and word meanings, As Steven Stahl (2005). Vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to ,Jack C. Richards (2001:4). Vocabulary is total number of words in a language (Hornby, 1995:1331). vocabulary is the list of words, which means any unit of language used in writing and appears between speace hyphens.3. Mind MappingMind mapping is creative note-taking method, which eases us to remember much information (De Porter, Readon, and Nourie, 1999:175). The best mind mapping is colorful and uses many pictures and symbols; usually like an art.4. TechniqueAccording to Oxford Advanced Learner’s dictionary, the technique is way of doing something , especially one that needs special skills. As mentioned earlier, a technique is implementational, meaning that a technique is something that actually takes placein language teaching or learning in the classroom. All activities that take place in a language class are technique. Setiyadi, (2006:14). |