CHAPTER I

INTRODUCTION

This chapter presents about background of the study and additional information which support the explanation about this research. The discussion is presented under the following sub headings

A. The Background of Study

Teaching is an activity in which teachers impart knowledge to students teaching is the process of responding to peoples needs experiences and feelings and implementing a specific intervention to help them learn. a special thing. According to Suhardan (2010), teaching is essentially an academic activity like interaction and communication between teachers and students. Teaching is the teachers activity in active learning process of students by various methods.

Furthermore according to Ronshines research on Suhardan (2010: 67), he states that effective teaching is an action the teacher is taking in his work and the intelligent person in providing provide teaching materials and comine different teaching methods for learning materials. In the process of teaching and learning the use of media makes learning more interesting and can create a good atmosphere. The media is not only capable of being a teachers tool but it also helps to add elements of reality and motivates students by ringing a part of real life into the classroom. As noted by Smaldino (2007: 12) the role of media in the teaching and learning process is that of instructor-led learning. Of course good media can enhance and promote learning and support teacher-led education.

Teaching media are tools provided by teachers and brought to the classroom to facilitate the teaching and learning process. Rahardjito (2008: 36) states that teaching media are all physical devices that can present messages and stimulate student learning.

Thus, teaching media are expected to help teacher present the lesson more clearly and interesting to be followed by the students. Instructional media as the physical means by which instruction is delivered to students.

Thus, the definition of media includes all traditional teaching media (including teachers, blackboards, textbooks, and other printed media), as well as new educational media such as computer, CDROOM, interactive video and multimedia systems. It can be concluded that the media is all that can help the teacher to convey the lesson (message) to the students (recipients) making the lesson more clear, easy for students to understand and more receptive for them to participate more enthusiastically, learning activities.

The presence and availability of teaching media could help teachers and students overcome barriers to learning. The media are essential tools for learning English. Suryanto (2007: 100), adds that media can be used to help simplify and improve the language learning process, reduce the use of mother tongue or mother tongue, create motivation and student interest in learning, explaining a new concept that students can understand without difficulty and misunderstanding, cognitive equality; Moreover, the new concept is ambiguous, improving the quality of

learning English and making the learning process more interesting and interactive.

Over past few years, many researchers have found a strategy that make learners successfully remember and retrieve information from textbooks called mind mapping strategy (Hashemain, Jan, & Narak, 2014). Mind Mapping is a graphic technique developed by Tony Buzan in early 1970s to improve notetaking, to enhance memory and problem-solving, to encourage creativity, to organize thinking, and to develop ideas and concepts (Polson, 2004).

Mind maps allow students to create a visual image to enhance their learning (Budd, 2004). It can also be used as a tool that allows them to make connections to material in meaningful ways. Using mind maps also helps the teacher vary their teaching methods which may be more likely to reach diverse learners (Nesbit & Adesope, 2006). ,

From the results of initial observations and direct interviews with students when the researcher did an internship in class 8K MTsN 2 Tulungagung. Related to what media is used in learning vocabulary. They use mind mapping media. And from the result of observations the researcher does interviews with Mrs. Sulistyowati, S, Pd as an English teacher. She provided information that she used mind mapping as a medium for learning vocabulary because it has a fairly attractive appearance with the addition of pictures to arouse students' enthusiasm in learning vocabulary and will make it easier for students to learn and master vocabulary well so they don't forget easily.

From the results of these observations, researchers can conduct research on the use of mind mapping media for vocabulary learning and vocabulary mastery. Remembering vocabulary is very important to learn and master. In this study, the researcher took several previous studies that had previously conducted research related to the use of mind mapping as a learning medium.

Therefore, this study is intended to describe the role of mind mapping media as a learning medium for the eight grade of MTsN 2 Tulungagung and how are the students' perception toward the use of mind mapping in teaching vocabulary.

B. Formulation of the Problem

The researcher has one research question as a guidline of this research:

1. How are the Use of Mind Mapping Media as a Learning Media for the Eight Grade at MTsN 2 Tulungagung?

2. How are the Students' Perceptions of the Use Mind Mapping Media in Teaching Vocabulary towards the Eight Grade at MTsN 2 Tulungagung?

C. Research purposes

1. To determine the Use of Mind Mapping Media as a Learning Media for the Eight grade at MTsN 2 Tulungagung.

2. To determine of the Students' Perception of the Use Mind Mapping Media in Teaching Vocabulary at MTsN 2 Tulungagung.

D. Significance of the Study

The result of this research hopefully benefited the readers, English lecturers and also others.

1. For readers

   This research provides information and knowledge about teaching and learning English especially vocabulary by using mind mapping.

2. For English Teachers

   It can be as references for teaching to improve their students' achievement in Vocabulary by practicing mind mapping in the classroom.

3. For others

   This study contributes them some ideas in conducting further research on similar topic and will help them to have additional knowledge on mind mapping.

E. Scope and Limitations of The Research

In this study was focusing on investigation of the Students' Perception of the Use Mind Mapping Media in Teaching Vocabulary towards the Eighth Grade at MTsN 2 Tulungagung.

F. Definition of Key Terms

a. Perception

Perception comes from the Latin "perception", from "percipere" which means to receive or take (Sobur, 2003: 445). According to the term, experts express different opinions

about perception. Leavitt in Sobur (2003: 445) defines perception in a narrow sense is vision, how a person sees something, while in a broad sense is a view or understanding, namely how someone views or interprets something.

According to Desiderato in Rahmat (2007: 51), perception is the experience of objects, events or relationships obtained by inferring information and interpreting messages. So perception is giving meaning to sensory stimuli. Yusuf (1991: 108) refers to perception as the meaning of observations. Pareek in Sobur (2003: 446) provides a broader definition of perception, namely the process of receiving, selecting, organizing, interpreting, testing, and reacting to sensory stimuli or data.

b. Mind Mapping

Mind mapping is a creative note taking technique in a visualization and graphic form that is used to make people feel easy in entering information into their brains, keeping information in a long term memory and taking it out from their brains easily by engaging imagination and association (Buzan 2006: 6; Buzan 2008: 10).

c. Vocabulary

A vocabulary is a set of words that belong to another person or entity or are part of a particular language. A persons vocabulary is defined as the set of all the words that the person can understand or all the words that the person can use to compose a

new sentence. The richness of a persons vocabulary is often considered a reflection of their intelligence or level of education. For this reason many standardized tests such as the SAT offer vocabulary test questions.