

# **CHAPTER I**

## **INTRODUCTION**

This chapter explains the information about background of the study, problem identification and limitation, statements of research problems, objectives of the research, research hypothesis, significances of the research, definition of key terms and scope and limitation of the research. Each subchapters has different informations which are important to be explained.

### **A. Background of the Study**

The quality of education is a surely needed on this time. The educational institution has a duty to organize that education quality. The used of mind mapping to increase students' vocabulary mastery will bring them to be a prepared person who faced global competition. The education must be carried out consistently which consists of inovation, continuous progress towards a better development of the quality of education.

The learning innovation and proper use of variation media in the class are very supportive of efforts to improve the quality of education. Media that can be used by teachers in the class can help them to reach success of learning in the classroom. The role of teacher contributes to improving the quality of education. Teachers are required to develop learning methods and media that can be used in the classroom. Learning media used as a tool to help teachers in teaching activites (teaching aids). The teaching aids that were

initially used were visual aids such as pictures of graphic, models or other real object.

Those tools are intended to provide more concrete experience, motivate and enhance students' absorption and memory in learning. Learning media can be measured based on two aspects that show the effectiveness of the implementation of instructional process which include: evidences that show the large contribution of media or media program to the success and effectiveness of the instructional process, Arsayd, Azhari (2009).

Vocabulary as one of the English learning materials in school occupies a very important role as the basis for students' mastery of mastery in English subject matter and mastery of other subjects. Mastery of vocabulary will affect students' thinking and creativity in the language learning process, so that vocabulary mastery can determine the quality of students in language, Kasno (2014). The quality of a person's language skills depends on the quantity of vocabulary that he has. The more vocabulary a person has, the greater his language skills. It certainly can be understood that the quality and quantity of vocabulary by students will help them to absorb various information submitted by teachers or information from many other learning sources. Good vocabulary mastery greatly affects students' ability to communicate both orally and in written.

The importance of vocabulary learning on the improvement and development of students' language skills causes that language learning to be carried out more seriously and directed. In fact, in the field there are many

students who have difficulty in learning English, especially during learning. In the area of education, students are encouraged to learn English in order to master various skills such as: speaking, writing, reading and listening. Before it, in order to facilitate learning English, of course students must enrich their vocabulary. Learning vocabulary is very important because vocabulary is one of an important thing in communication. That is why everybody who learns English or a certain language should know the words (Alqahtani, 2015). The mastery of vocabulary can support them in speaking when they are communicating to people, write and translate the meaning of words. If they do not know the meaning of words, they will not be able to speak, write and translate anything into English, Richards and Renandya (2002). Based on that statement, it knows that vocabulary is a basic need in communication.

Based on the result of observation made by the writer at LKP Endemic Warujayeng, it was stated that students had difficulty in finding the meaning of words and the application of words in learning English. This indicates that the interest of students learning English is lacking, so that the weak vocabulary possessed by the students is caused by the lack of interest and motivation of students to learn English. Therefore, a learning method is needed in order to create a learning pleasant that helps students interact with vocabulary actively. In addition, so that students can understand more vocabulary and to enrich it, creative methods are needed to support good learning and make it easier for students to remember a lot of information.

In order to create an effective and interesting learning atmosphere for students, teachers must innovate in teaching, both innovation in terms of methods and learning media used. The supporting method is the Mind Mapping method.

Mind mapping method is not a new method in the scope of education. Mind mapping is a way of taking notes that is effective, efficient, creative and easy because it is done by mapping students' thoughts, Swadarma (2013). Mind mapping is a note-taking technique developed by Tony Buzan based on his research on how the brain works, Karim (2018). Therefore, especially in increasing the vocabulary of mind mapping, it is very supportive or has a big influence on students in mastering good vocabulary.

The writer's reason uses mind mapping as a method in this research is to make it easier for students to capture vocabulary quickly. Mind mapping also very helpful in how the two sides of the brain work even though they work differently. The left brain works with words and numbers, while the right brain works with awareness, imagination, color and beauty. In general, humans only use one brain, there is a dominant left brain or right brain only. If both sides of human brain can be optimized effectively, then students will more easy to accept the learning provided. In addition, students' thinking ability will be more developed than having to memorize word by word or sentence by sentence.

Based on the description above, the writer interested in conducting research by applying the mind mapping method in learning English

vocabulary. So, this paper entitled as “THE EFFECT OF MIND MAPPING ON STUDENTS’ VOCABULARY MASTERY”

Before this research, there was three reseachers studied about the use of mind mapping. They were Sahrawi (2013), Rasi and Tania (2019) and the last Fitria and Madya Giri (2020). All of them applied this technique to the high school students, but the writer of this research try to apply mind mapping technique to the students of primary school because the best time education for new vocabulary mastery is in elementary school. They will get the basic education to study English in the next level at high school. Beside, this research is not only discuss about the effect of mind mapping to the students’ score, but the writer will discuss about how are the effect of mind mapping to the students’ interest.

## **B. Problem Identification and Limitation**

Based on the background description that has been described previously, the general problem found in this research is the low vocabulary mastery of LKP Endemic Warujayeng’ students. This problem is thought to be caused by:

1. Less of students’ interest in learning English, so that students’ vocabulary is weak or less
2. Less of students’ interest and motivation to learn English
3. There is no learning atmosphere that helps students interact with vocabulary actively

4. Less of appropriate creative methods in supporting good learning and making it easier for students to remember a lot of information
5. Less of an effective and interesting learning atmosphere for students,
6. Less of teachers inovating in teaching both innovation in terms of methods and learning media which used.

### **C. Statements of Research Problems**

Related to the background of the study, the formulated research question is “Is there any difference significant score in vocabulary of the students before and after taught using mind mapping?”

### **D. Objectives of the Research**

Based on the statements of research problems above, the purpose of this research is “To find any difference significant score in vocabulary of the students before and after taught using mind mapping”.

### **E. Research Hypothesis**

Research hypothesis is a provisional statement of research result. The prediction of research result will be carried out based on the results of theoritical studies, Firdaus (2020). The hypothesis in this research is that there is an affect of mind mapping on students’ vocabulary mastery in LKP Endemic Warujayeng. The hypothesis in this research is that:

H0 : there is no difference between before and after using mind mapping on the students' vocabulary mastery in LKP Warujayeng.

Ha : there is a difference between before and after using mind mapping on the students' vocabulary mastery in LKP Warujayeng.

#### **F. Significances of the Research**

The research that the writer will do is expected to have benefits both theoretically and practically.

1. Theoretically, the results of this research are expected to be used as a reference source or a source of literature regarding vocabulary mastery, especially the application of mind mapping technique.
2. Practically, this research is expected to provide benefits, especially for the following parties:
  - a. The writer, as a vehicle for developing knowledge, insight and experience, especially with regard to vocabulary mastery by using mind mapping technique.
  - b. The teachers, as a suggestion that in improving vocabulary mastery must use a creative learning technique. The technique must able to direct the students to use mind maping, so that the teaching objectives in vocabulary mastery are achieved.

- c. The educational institution and related institution, as a suggestion that the implementation of education does not always have to be authoritarian. It means that teachers should be given the breadth to develop students' abilities by using various learning models that are not only centered in the classroom but also outside the classroom in order to improve vocabulary mastery.

#### **G. Definition of Key Terms**

To discuss the problems in this research, it is necessary to emphasize several keywords whose definitions and limitations need to be explained. That are:

1. Mind Mapping is an effective, efficient, creative, interesting, easy, and effective way of taking notes because it is done by mapping students' thoughts.
2. Vocabulary Mastery is an understanding of the meaning of words that are owned by a person as a means to communicate in language, both orally and in writing. The more vocabulary one has, the more skilled a person is in language.

#### **H. Scope and Limitation**

The scope of this research is about mind mapping. This research focuses on mind mapping technique implemented at Endemic English Course in Nganjuk, East Java. This research limits its discussion only on mind



mapping technique that are found in the result of students worksheet at the Endemic English Course in Nganjuk, East Java. The data are taken from the students' worksheet from the researcher that given to the students of Endemic English Course, Nganjuk, East Java.