

## **CHAPTER I**

### **INTRODUCTION**

This chapter, presents the research background, formulation of the research problem, research objective, research hypothesis, research significance, research scope and delimitation and definition of key terms.

#### **A. Background of The Research**

Vocabulary is one of the component that cannot separated in English. Even it is the speaking activity, reading activity and writing activity. One taking to support developments of four language skills. Vocabulary was an essential aspect. Vocabulary was the aspect of the learning English. The student were not interested in vocabulary lesson. Students always take it easy with the vocabulary. If we want to conduct communication to other people we need to master vocabulary to speak well. Without a proportional amount of vocabulary achievement, anyone will get trouble in her speaking, reading, listening and writing. Oxford (2011:254) explain that learning vocabulary is important to developing not only reading skills but also other skills such as listening, speaking and writing. From the vocabulary achievement, it is as the fundamental aspect to enhance another four skills.

Learners often find the difficulty of mastering the vocabulary. They thought that mastering English is a challenge for some people especially in mastering vocabulary. Learning vocabulary is necessary for all people

especially in learning language. Oxford (2011:225) states “vocabulary teaching is necessary because inadequate vocabulary causes many difficulties in receptive and productive language” vocabulary is basically of Elementary School. The researcher choose this topic because in learning English the speaker often feel ashamed to speak because the lack of vocabulary acquisition. Children start school with a vocabulary which has been learned mainly from their contact with parents and the literacy environment at home, as well as their experiences with the wider world. A child’s vocabulary at this age will largely be oral (words which they can understand when heard and use themselves), with some elements of a reading or writing vocabulary (words which they can understand when read, and words which they can write). Especially in the young learner such are in elementary school, young learner’s should be different from adult. According to Harmer (2001: 38), young learners especially those up to the ages of nine to ten learn differently from older learners, adolescents, and adults. They easily get bored, losing interest after ten minutes or so. Teaching English to the fifth grade students of elementary school means teaching the children at the age between nine and eleven years old. From this group (9-11), teacher can point out certain characteristics that he would be aware of and take into account in his teaching. In teaching English to children, the teacher plays important role since he has to be able to set students interest and motivation in learning English. Teacher of this level need to plan a range of activities for a given time period, and be flexible enough to move on to the next exercises when

they see his students are getting bored. In order to make the teaching English in elementary school to be successful, it should be considered some factors such as the quality of the teachers, students' interest, motivation, etc which are involved together in teaching and learning process. Besides that, there are other important factors; they are teaching technique and teaching media. The young learners has minimum knowledge to master in the vocabulary. They need some technique of learning to master the vocabulary. Here the researcher choose mind mapping techniques to build the vocabulary achievement. There are many methods used in teaching language to children. One of the techniques is Mind Mapping technique. According to Buzan (2005:1), Mind Mapping is a very powerful tool for brainstorming, creative thinking, problem solving, organizing of ideas and of course, note taking. Mind Mapping is an important technique that improves the way to record information, supports, and enhances creative problem solving. By using Mind Mapping technique, the people can know the way that pieces of information fit together, as well as recording the raw fact contained in normal notes. Mind map is an expression of radiant thinking and uses line, symbol, words and pictures. based on the set of simple rules and natural toward the human mind. By using mind mapping, the list of information that are so long and boring can changed into colorful diagram and make easy to remember. Mind mapping technique encourages creative problem solving, as they hold information in a format that the students' mind finds easy to remember and quick to review. It is a good way to make the students understand more about

what they read. As a said above that mind mapping, promote effective and enjoyment in the classroom, the researcher assumes that this technique will be good also to be implemented in teaching English.

In this research, the researcher takes one previous researches. The previous study this research that had been done by Prayuni STAIN Salatiga, untitled “Improving Students Vocabulary Mastery Using Mind Mapping A Classroom Action Research Of The First Year Students Of SMAN 1 Suruh in the Academic Year 2011/2012”.

In her research, She focus on the vocabulary of the students, they are motivation and interest. she does her research through mind mapping is as her method in the classroom. The result of her research is the students achievement in English lesson, especially on vocabulary had improved with the using of mind mapping method that before using that method.

According to researcher above, it has some similarities and difference with the writer research. The similarities it has technique in improving the students ability thought mind mapping. The differences are the technique of research design ,data collection, genre of text, the sample of the study, subject and the place of the study. Position the researcher to develop mind mapping in vocabulary mastery at elementary school.

The researcher choose Elementary school as the subject of the research school as because in elementary school. It is basically the student will learn English and it is as the first gate to studying English. Besides the students in elementary school has lack vocabulary of vocabulary. They needs a techniques such mind mapping techniques to enhances their vocabulary

mastery. It also due to set their mindset about the difficulties of learning English. The researcher will show that learning English is easy. Do not be worry or be ashamed in learning English. Here the researcher conduct the research

By the reason above, the researcher would conduct a study entitle “The Effectiveness Of Using Mind Mapping Technique On The Fifth Graders Vocabulary Mastery At SDN 1 Jeli Karangrejo Tululungagung”

#### **B. Formulation of Research Problem**

1. How is student vocabulary mastery before being taught using mind mapping technique?
2. How is student vocabulary mastery after being taught using mind mapping technique?
3. Is there any significant difference before and after being taught using mind mapping on student mastery?

#### **C. Objective of The Research**

1. To find out the student vocabulary mastery before taught by using mind mapping technique.
2. To find out the student vocabulary mastery after taught by using mind mapping technique.
3. To find out if there is any significant difference before and after taught by using mind mapping techniques.

#### **D. Hypothesis of The Research**

1. The alternative hypothesis(Ha)

There is significant difference between before and after taught by  
Using Mind Mapping Technique On The Fifth Graders Vocabulary  
Mastery At SDN 1 Jeli Karangrejo Tululungagung

2. The null hypothesis (Ho)

There is no significant difference between before and after taught  
by Using Mind Mapping Technique On The Fifth Graders Vocabulary  
Mastery At SDN 1 Jeli Karangrejo Tululungagung

#### **E. Significant of The Study**

1. The result of this study is expected to give contribution for the teacher as feedback to improve in the teaching english especially in teaching vocabulary.
2. The researcher hopes that this study is expected to give feedback to motivate the students to get a good result especially in memorizing vocabulary.
3. The findings in this research are expected to give contribution as additional information for the next researcher in conducting further research in the same field.

## **F. Scope and Delimitation**

This study is limited to the scope of :

1. The fifth graders at SDN 1 Jeli Karangrejo Tulungagung
2. The researcher chosen the fifth graders because in elementary school very poor of English vocabulary and they are beginner to given kinds of vocabulary.
3. This study focused on mind mapping technique.
4. The researcher on the use of the mind mapping technique because the researcher wants to know how the result of using mind mapping in teaching English especially vocabulary material. So the researcher focused on the use of mind mapping technique.

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

1. Effectiveness

Effectiveness means producing of the result that someone wants or actual or existing.

2. Vocabulary

Vocabulary is all of the words and phrases used in a language or by a person, or a listing of some of these. According Merriam-Webster vocabulary is a list or collection of words or of words and phrases usually alphabetically arranged and explained or defined :lexicon.

### 3. Mind mapping

Mind mapping is graphical technique for visualizing connections between several ideas or pieces of information. Each idea or fact is written down and then linked by lines or following or previous idea or fact, thus creating a web of relationships.