

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter present the definition of vocabulary, teaching vocabulary, types of vocabulary, kinds of vocabulary, definition mind mapping, the function mind mapping, characteristic mind mapping, step using mind map, the advantage and disadvantage mind mapping and review of the previous study.

A. Vocabulary

1. Definition of Vocabulary

Vocabulary is all about words the words in a language or a special set of words you are trying to learn. Vocabulary is so important, we even created a web site to help expand yours .Vocabulary growth(Cambridge dictionary).[Vocabulary is a core component of language proficiency and provides much of the basis for how well learner speak, listen, read and write\(Richards and Renandya, 2002:266\).](#)

Based on those statements, vocabulary is a word or a sound which represents a certain meaning as an utterance unity. It is the most important part in language learning. To achieve four skills, a student must have acquired the vocabulary well, and a student needs to increase their vocabulary mastery too. It is clear that vocabulary is a fundamental of language. So, there is no language without vocabulary related to explanation above. Because in the elementary school is basic of the

learning English. The students have to master the vocabulary to fulfill their further knowledge to pass the examination and then to further study in the next level. In the junior high school and etc. vocabulary is very important to built our four skill that are speaking skill, reading skill, writing skill, reading skill, writing skill and listening skill. We have to enhance the vocabulary achievement . in the basic school level in the elementary school.

2. Teaching Vocabulary

Vocabulary is very important for second language learners; only with sufficient vocabulary learners can effectively express their ideas both in oral and written form. Thus they should have a good idea of how to expand their vocabulary so that they can improve their interest in learning the language. Language teachers, therefore, should posses considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning. Teaching vocabulary plays an important role in language acquisition because the mastery of vocabulary will help students to master all the language skills; speaking; listening; writing; and reading. The vocabulary will make the students practice life and will strengthen belief that English can be used to express the same ideas or feeling they express in their native language (Finochiaro,1974:38)

Furthermore, in teaching vocabulary the teacher can introduce the list of vocabulary that is taken from the book. The teacher use and adds other vocabulary which is relevant to the students. Teacher needs a good knowledge on their teaching materials. When they have to teach the students about vocabulary, teachers should know the general knowledge of vocabulary, words and also the meaning. The words or vocabulary can be spoken and written. Wallace (1982:207) explains that teaching vocabulary should consider these following factors:

a. Aims

The aim of teaching vocabulary is to make the teacher easy to formulate the materials, which will be taught to the students.

b. Quantity

The teacher has to decide the number of vocabulary items to be learned. The learners will get confuse or discouraged if they get many new words.

Therefore, the teacher should select new words, which can easy to understand by the learners.

c. Need

In teaching vocabulary, the teacher has to choose the words really needed by the students in communication.

d. Frequent exposure and repetition

Frequent exposure and repetition here means that the teacher should give much practice on repetition so that the students

master the target words well. They also give opportunity to the students to use words in writing or speaking.

e. Meaningful presentation

In teaching vocabulary the teacher should present target words in such a way that the meaning of the target words are perfectly clear and unambiguous. Situation and presentation

The teachers tell the students that they have to use the words appropriately. The use of words depends on the situation in which they are used and depends on the person to whom they are speaking. From the explanation above I conclude that the teachers must know the different kinds of vocabulary. In addition, understanding the above factors is very important for the teacher before teaching vocabulary to elementary school.

3. Types of Vocabulary

Vocabulary refers to the words we must understand to communicate effectively. Educators often consider four types of vocabulary: listening, speaking, reading, and writing. (Sim 2005:2). To make clear, the researcher explains as follows :

a. Reading vocabulary

A person's reading vocabulary is all the words he or she can recognize when reading. This is the largest type of vocabulary simple because it includes the other three.

b. Listening vocabulary a person's listening vocabulary is all the words he or she can recognize. When listening to speech. This vocabulary is aided in size by context and tone of voice.

c. Writing vocabulary

A person's writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user.

d. Speaking vocabulary

A person's speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often missing issued. This misused-through slight and unintentional-maybe compensated by facial expressions, tone of voice, or hand gestures.

4. The Kinds of Vocabulary

Basically, there are two kinds of vocabulary in teaching. It includes active and passive vocabulary. Active vocabulary refers to the word that's mostly used in Dictionary, conversation, and writing. Otherwise passive vocabulary understood to mean that they will be understood and remembered when we read. These explanations above can be explained clearly according to Harmer (1991: 109) in the language test, there are two kinds of vocabularies, active vocabulary. To make clear, the researcher explains both of them as follows :

a. Active vocabulary

Active vocabulary means the stock of word that a person actually uses in his own speech or writing. It is used in oral or written expression by the student.

b. Passive vocabulary

Passive vocabulary means the words that the students recognize and understand them when they occur in a context or students need someone to say something that help them recall the word meanings. The students usually find passive vocabulary in listening or reading materials. They will find the meaning of the word when they read the words in a text and will know the meaning of the unknown word, on the text.

B. Mind Mapping Technique

1. Definition Mind Mapping

Buzan (2005:6) claims that a mind map is a power graphic technique which provide a universal key to unlock the potential of the brain. The mind mapping can be applied to every aspect of life where improve learning and clear thinking well enhance human performance. When you use mind mapping on a daily basis, you will find that your Life becomes more productive, fulfilled, and success on every level. There are no limit to the number of thoughts, ideas and connections

that your brain can make, which mean that there are no limits to the difference ways you can use mind mapping to help you.

2. The Functions of Mind Mapping

According to Buzans (2009: 6), there are some functions of mind map :

- a. To make active all parts of brain.
- b. To make people (learners) be focus in the main topic.
- c. To help show the relation among parts of information that mutual separate.
- d. To give a certain illustration in the whole and detail.
- e. To help grouped the concept and compare it.

3. The Characteristics of Mind Mapping

The mind map has four essential characteristics, they are:

- a. The subject of attention is crystallized in a central image.
- b. The main themes of the subject radiate from the central image on branches.
- c. Branches hold a key image/word printed on the associated line-details radiate out.
- d. The branches form a connected nodal structure.

4. The Step In Using Mind Mapping

Buzan ,T explain that, there are some steps to make mind mapping as follow:

- a. Start in the center of a blank page turned sideways.

Starting in the center makes your brains freedom to think and to express it more freely and naturally.

- b. Use an image, symbol or picture for your central idea. An image is more interesting, keep you focused, and help you concentrate. It makes your brain and feeling more excellent.

- c. Use color, code or something that makes you interesting. Color or code in your maps a key to motivate your brain, support to your thinking and make it fun.

- d. Connect your main branches to the central image and connect your second, third, fourth level branches to the first level and second level branches.

- e. Make your branches curved rather than straight lined.

You can use not only straight line but also curve to make your idea and map more interesting and fine.

- f. Use one key word per line. Single key word in your mind mapping is more power and flexible for you to develop in your idea.

5. The Advantages Of Teaching Using Mind Mapping

According to Buzan (1993:232-233) states that there are some advantages of teaching with mind maps.

- a. They are automatically inspire interesting to the student, thus making them more receptive and co-operative in the classroom.
- b. They are made lesson and presentation more spontaneous, creative and enjoyable, both for teacher and the students.
- c. The teachers note are flexible and adaptable. In this times of rapid change and development, the teacher needs to be able to alter and add to teaching notes quickly and easily.
- d. Mind mapping only relevant material in a clear and memorable form, the student tend to get better marks in examination.
- e. Mind mapping not just the real fact, but the relationship between those facts, thus giving students a deeper understanding of the subject.
- f. The physical volume of lecture notes is dramatically reduced.

6. The Disadvantages Of Mind Mapping

- a. It is operates again the way in which the brain works. Each time an idea is thought of it is put on the list and forgotten while a new idea is searched for.

- b. The result of students work depends on the idea of students. The teacher should prepare how to scoring student because it doesn't same answer.

7. The Steps to Read a Mind Mapping

The steps to read a mind map, as follows:

- a. Start in the centre that is the focus of the mind map.
- b. Words/images closest to the central image show the main themes of the mind map. This is the start of the radiant hierarchical structure.
- c. Select one main theme and read out from the centre along the branch.

This provides greater levels of associated detail.
- d. Notice links between the branches.

C. The Effectiveness Of Using Mind Mapping Technique On the fifth graders vocabulary mastery

English teacher might had been known many methods in teaching vocabulary, such as: Grammar Translation Method, Direct Method, and Audio lingual Method. In contrary, those methods could not satisfy learners nor help them improve their vocabulary in a fast way.

Furthermore, learners claimed must be competent in four language skills (speaking, listening, reading, and writing); students also

should be good in vocabulary without spent many time. By considering the reasons above, the researcher uses a mind mapping Technique in teaching vocabulary. The researcher thinks that mind mapping as a technique in teaching English vocabulary is appropriate applied in elementary school, particularly for adolescent learners where it uses color, images or symbol in learning. So The researcher choose mind mapping technique in teaching vocabulary.

D. Previous Study

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.