

## CHAPTER 1

### INTRODUCTION

This chapter contains the background of study, problem of the study, purpose of the study, significance of study, scope and limitation as well as definition of key term.

#### A. Background of Study

Language is complex and dynamic system of conventional symbols that is used in various modes for thought and communication. Effective use of language for communication requires a broad understanding of human interaction including such associated factors as nonverbal cues, motivation, and socio-cultural roles.<sup>1</sup> Language specialized skill which develops in the child spontaneously without conscious effort or formal instruction is deployed without awareness of its underlying logic is qualitatively the same is every individual and distinct from more general abilities to process information or behave intelligently.<sup>2</sup> Language are neither monolithic not unchanging. Interactions between languages naturally occur in bilingual communities. Under certain circumstance, language mixing may result in a new form of both blended language being used in that community.<sup>3</sup>

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<sup>1</sup> Robert E. Owens:*Language Development: An Intruduction Fifth Edition*.USA:Allyn &Bacon.2001.9

<sup>2</sup> Brown H. Douglas:*Principle of Language Learning and Teaching Fourth Edition*. New York:Longman.2000.5

<sup>3</sup> Robert E. Owens:*Language Development: An Intruduction Fifth Edition*.USA:Allyn &Bacon.2001.7

Vocabulary is the collection of words that an individual knows.<sup>4</sup> So, it is one of the English subjects that should be learned because we are communicating using vocabulary. From the fact, we know that the vocabulary is very important in teaching learning English. Remembering new words is hard. Words are slippery things. The students have to fix the meaning of the words in their minds and use the word creatively in context for themselves.<sup>5</sup> The students also have a writing vocabulary. These are the words that the students use in letters and in writing they do. Their writing vocabulary is probably some larger than their speaking vocabulary. The students can use more different words in writing, because they can take time to think of them. New words should not be presented in isolation and it should not be learned by simple rote memorization. It is important that new vocabulary items be presented in context rich enough to provide clues to meaning and that students be given multiple exposure to items they should learn.<sup>6</sup> The students should be write the new words that they meet or make lists of them or even to make any special effort to remember them.<sup>7</sup>

Learning new words is an important part of learning a new language. Even children learning their native tongue usually learn isolated words or phrases before piecing them together into more complex utterances learning some words and phrases in a new language allows people to start

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<sup>4</sup> Caroline T. Linse and David Nuran :*Practical English Language Teaching Young Learners*. New York: Mc Graw-Nill, 2005.122

<sup>5</sup> Jill Hadfield. *Intermediate Vocabulary Games*, England: Longman.1999.4

<sup>6</sup> Marianne Celce and Murcia: *Teaching English as a Second or foreign Language Third Edition*.Heinle & Heinle,USA.2001. 288

<sup>7</sup> J.A. Bright and G.P. McGregor *Teaching English as a Second Language* ,29

communicating at once. Wilkins wrote in 1972 (1972:111), "*The fact is that while without grammar very little can be conveyed, without vocabulary nothing can be conveyed.*"

Even at higher levels, successful learning of new words and phrases is often a way by which students can see that they are making progress. So, in an approach which values the ability to communicate, vocabulary is essential and in recent years vocabulary has become increasingly central to language teaching. Therefore vocabulary teaching may extend beyond the teaching of individual words to include common combinations of words. There are a huge number of words in the language and it is impossible for the teacher to teach more than a fairly small proportion of them. Sometime it can be usefully used in helping learners to learn effectively outside the classroom.<sup>8</sup>

There are many strategies and technique can be taught in teaching vocabulary. Teachers should know which the appropriate strategy and method that will be used in teaching vocabulary to the students based on the condition of the students in the class. Not all method or technique can be taught to the student, it depends on the conditions of the students. The one who knows the condition of the students is the teacher in the class. The teacher must think and create the technique in teaching vocabulary as effective as possible. The teacher should do observation in the class to determine the appropriate method

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<sup>8</sup> Peter Watkins, *Learning to Teach English*, England, Delta Publishing, 2005.34

for the students. It is very important, because it determines the success teaching learning process.<sup>9</sup>

There are many technique can be used in teaching vocabulary. Vocabulary is an important thing that we use in learning English. We can not speak if we do not have vocabulary. One of techniques we can use Mind map. Mind Map is one technique note that develops to inspire visual's studying. Mind Map fuses and develop job potency rack brains that available in self someone. With marks sense involvement both of cleft racks brains therefore will make easy someone to manage and remember all kind information, well in write and also verbal. It marks sense color combine, symbol, form, etc. It makes easy brain in absorb of information.<sup>10</sup> Mind Map concept its germinal introduced by Tony Buzan at 1970. This technique is recognized also by the name of Radiant Thinking. One mind folder has one main idea or word, and there is 5 until 10 secretary other ideas of that main idea. Mind Map really effective if it utilized to arise ideas that we have and make association between those ideas. Mind Map is also benefit to organize proprietary information.<sup>11</sup> Mind map that goes upon on 3 (three) main pillar, which is *radiant Thinking*, *Key Words* and *Whole Brain* enabling someone thinks free flow, critical and creative so gets to be utilized to a variety activity in organizational as: planning (*Planning*) , *Note Taking / Making* , trouble-shooting (*Problem Solving*) ,

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<sup>9</sup> Ninik Farikha, *The Effectiveness of Teaching Vocabulary by Using Mind Map*, unpublished thesis, Kediri:UNISKA. 2007

<sup>10</sup> <http://antoniusmaryadi.blogspot.com/2009/11/manfaat-mind-map-dalam-proses-belajar.html>. December 7th 2011

<sup>11</sup> Metode Pembelajaran Mind Map.(<http://escaeva.com>). December 7<sup>th</sup> 2011

*Report Writing* , idea fall (*Critical & Creative Thinking*) , *Memorizing*,  
presentation (*Presenting*) , and *Revision* .<sup>12</sup>

The students make variant mind map because it is caused by the existence of the student's personal emotion. Agreeable atmosphere the students got up learning process in the classroom will regard that map creation collects their thoughts in it. Thus, the teachers expect that they are able to create a good atmosphere which can back up the students learning, especially in mind map making process. Learning process the students experience depends on learning atmosphere. If learning atmosphere can give positive suggestion therefore it will bring good impact for process and studying result. On the contrary, if learning atmosphere give negative suggestion therefore it will be deterioration in process and studying result.

Therefore, based on the explanation above, I want to conduct the study entitle "The effectiveness of teaching vocabulary by using mind map technique on the students of the First Grade of Mts Nurul Islam Kota Kediri". However, this technique has not evident to improve vocabulary of Elementary student. Therefore, I did research by using mind map technique whether this technique effective to improve vocabulary of Junior High School student or not.

## **B. Statement of the Problem**

Regarding to the background of the research, the problems are formulated as follows:

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<sup>12</sup> <http://antoniusmaryadi.blogspot.com/2009/11/manfaat-mind-map-dalam-proses-belajar.html>.  
December 7th 2011

Do the students who have been taught by mind map technique get better vocabulary achievement than the students who have not been taught by mind map technique?

### **C. Objective of the Study**

The purpose of this study is to know information and to draw conclusion about the effectiveness of mind map technique as the strategy of teaching vocabulary.

### **D. Significance of the Study**

To do this study, the researcher hopes that it can give reference and additional knowledge to the teacher of English in determine the appropriate technique and method to make the students really understand in applying the rule of English and expected to be useful for the development of students' English achievement. By knowing the problem faced, the teacher can teach English to the students correctly and give more new word to improve vocabulary mastery.

To the learners, this study can help the non native learners in understanding the usage of English. From it, the learners can know what make the students get difficulty in mastering and practicing English, so they get better English.

To the teacher, teachers have ability to select good strategy to teach vocabulary especially to teach during the teaching and learning process, the

teachers can use this strategy in order to enrich student's vocabulary skill. This technique is expected to use the teacher in teaching vocabulary as options, so teacher have many options to teach vocabulary. From it, this technique expected to help students and the teacher to study about vocabulary easily. The results of the study are expected to provide not only theoretical significance, but also practical one for the English teacher especially those who have great interest in teaching vocabulary by using mind map technique.

To future research reference, it is hoped that this research can be used as a reference and useful to the next research and the similiar research. Mind map is planning to teach English can make a better preparation and start teaching to their students with fewer or even no mistakes. It is new variation in learning vocabulary. The students can excite in learning vocabulary. The students can be more creative in increasing the vocabulary and the students can enjoy in learning vocabulary.

#### **E. Scope and limitation**

The researcher wants to discuss the entire problem and phenomena in learning vocabulary by using mind map technique on the students of the first grade of Mts Nurul Islam Kota Kediri.

The using of material is adjusted on the curriculum on the first semester. It contain descriptive text and advertisement. But, here the researcher uses genre descriptive text. The researcher limited the research on the use of mind map technique as teaching strategy to improve students'vocabulary skill

at the experimental group. The material is about descriptive text. And the subject of the study is the student of the first grade of MTS Nurul Islam Kota Kediri.

The limitation of the problem is very important, because it will keep the reader from misunderstanding. In this research the subject is the teacher and student at Mts Nurul Islam Kota Kediri. So this technique can help student to do task and adds student science in English language especially about vocabulary. This teaching vocabulary is using mind map not other technique, because this technique have advantages to improve vocabulary to the students and make easier to memorize many words. The students will understand quickly.

#### **F. Definition of the Key Term**

To read and understand this thesis clearly, the researcher makes the definition of key term. It avoids misunderstanding and misconception for the reader. The researcher defines as follows:

##### **1. Effectiveness**

Effectiveness is the capability of producing a desired result.<sup>13</sup> From this research, the teacher can be know that by using mind map technique is effective to increase the students vocabulary mastery. The students in this research can easier and faster to memorize the words.<sup>14</sup>

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<sup>13</sup> <http://dictionary.reference.com/browse/effectiveness>. December, 7th 2011

<sup>14</sup> Yuslia Styawati, *The Effectiveness of Guessing Game to Increase Students' vocabulary in Learning English at SDN Campurejo 2 Kediri*, unpublished thesis. Kediri:STAIN,2011



## 2. Vocabulary

Vocabulary in this study is about descriptive text. Vocabulary consist of word power ( noun, verb, adverb and adjective ). Vocabulary is defined as gathering all apprehended word by person or all word which can be possible used by that person to arrange new sentence. The practice of other language skills which has been proved not enough to ensure vocabulary expansion. The students must mention much kind of hobbies, such as swimming, reading, watching movie, etc.

## 3. Mind map

Mind map is a technique of teaching vocabulary that focus on word power (noun, verb, adverb and adjective) in branches form. Mind map is usually made by using color or many variations form to classify the word. The colors combine, symbol, form, etc making easy brain in absorb accepted information.<sup>15</sup> Mind map is the easiest way to enter information into brain and to again to take information from within brain. Mind map is the best technique in assisting process of brain thinking regularly because using graphical technique which comes from idea of worthwhile human being can provide universal keys so it will improve the potencial brain.<sup>16</sup>

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<sup>15</sup> <http://sulipan.wordpress.com/2011/05/16/metode-pembelajaran-mind-mapping/>. Septembe,06<sup>th</sup> 2012

<sup>16</sup>Metode Pembelajaran Mind Mapping, <http://sulipan.wordpress.com/2011/05/16/metode-pembelajaran-mind-mapping/>. Mei 18<sup>th</sup>,2011