

CHAPTER I

INTRODUCTION

This chapter presents and discusses background of the study, scope of the study, formulation of the study, objectives of study, significance of study, limitation of study, and the organization of the study.

A. Background of the study

Vocabulary constitutes an important aspect in language learning. It is defined as the set of all the words that a person understands or all the words that the person is likely to use to compose sentences. Language will not be separated from learning vocabulary, because vocabulary is a very important aspect in language skills. In learning a language, everyone must know their vocabulary first. It is a must in understanding the Language. That statement is proved by Sutanto (2017), Sutanto's statement that a learner with insufficient vocabulary size will not perform well in every aspect of language itself. The more vocabulary learners have, the more skilled they will be in the language. In this case vocabulary can increase the growth of writing, speaking, reading, and listening activities. Vocabulary is a component that contains all information related to the use of words in the language.

The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary. In daily activities, such as speaking, it requires a lot of vocabulary that we must express and put into the words that we will issue. In English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary plays a vital role in all language skills (i.e., listening, speaking, reading, and writing). Furthermore, the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication. Because of its importance, vocabulary is introduced since elementary school since the child is sent to kindergarten. Vocabulary makes it easy to understand spoken text or ideas conveyed by the interlocutor or audio visual. it makes easy to understand written text, so that the information or content in the written text is easy to understand. Vocabulary makes it easy to convey ideas in writing, both in the form of writing, such as narrative,

description, exposition, and so on, but also in the form of correspondence. Therefore, English vocabulary needs to be improved for the improvement of English skills.

Although teaching vocabulary is important, vocabulary receives little attention in the elementary classes. If vocabulary is to be taught in elementary classes, the teacher needs to monitor the acquisition of vocabulary taught by children. By mastering vocabulary, the 4 main skills of English such as speaking, reading, listening, and writing will certainly be easy to master. In addition, the teacher also makes it easier for students to learn English and for students who have an interest in English. They will deepen the English language so that they become more enthusiastic. To improve students' vocabulary mastery, teachers can apply many learning methods, one of which is through mind mapping.

A mind map is a visual organizer in which main categories radiate from a center picture, while minor categories are represented as branches of bigger branches (Budd, 2004). It can help you come up with new ideas, take notes, create concepts and ideas, and boost your memory (Buzan, 2000). It's a strong tool that instructors may utilize to improve learning and provide the groundwork for future learning. It is beneficial for visual learners since they are demonstrative tools that aid with thinking management, learning direction, and creating connections (Stephens & Hermus, 2007). It's a terrific method to introduce a broad topic, promote student participation, and rapidly jot down ideas. Mind mapping is a talent that is applicable to people of all abilities and covers a wide range of topics (Goldberg, 2004). Telling, demonstrating, directing the student through performance tasks, and then assessing the results are the basic components of teaching." As a result, teacher must be aware of the many classroom activities that may be used to assist students in learning new vocabulary.

The researcher chooses the Elementary School of Pringanom 2 because the school has been used as a place for observation in terms of Education besides that the school has also become an internship place. While doing the internship, the researcher found that the teacher did learning using mind map method. The students were interested in the lesson. After observing the class, the teacher applied the method to make her students motivated in learning in the real classroom (offline mode). It was due to the fact that the students were not eager to study at school after experiencing online classroom during pandemic. During the pandemic, students have carried out distance learning through mobile phones that really make these students feel lazy when carrying out learning at school again.

In the school that the researcher found and doing internship, a lot of students do not want to read a book anymore. This fact supports by Baron (2015) is statement that the two reasons why students don't want to read book anymore. First, the culture of reading is still enabled to be empowered. The second reason is that it is easy to be disturbed when doing reading activities due to other activities. Currently, there are many activities or objects that can function as distractors, including cellphones, laptops, or other things. This is because reading is a tedious activity. When the researcher uses the graphic or picture to describe a material. They directly concentrated on the researcher's description and they can make a conclusion about it. Then the researcher asks the English teacher about the mind mapping method. The English teacher uses it to tell and to explain them the material of English especially vocabulary. Then the teacher uses the mind map method which he thinks can develop students' minds to refocus on school. The researcher uses the 5th grade students because they are compatible, such as the age of the students and have enough ability to understand learning. Then the researcher wants to explore what and how the teacher uses Mind Mapping method to teach student vocabulary.

B. Scope of the Study

In this study, the researcher only limited to the application of the Mind Mapping method in learning to improve students' vocabulary skills.

C. Problem Statement

Based on the need to explore the implementation of mind mapping, the questions are stated as follow:

1. How does the teacher implement the Mind Mapping to teach vocabulary to the 5th graders in Elementary School of Pringanom 2?
2. How does the teacher's perspective about the implementation of Mind Mapping in the classroom?
3. What are the students' perspectives about the Mind Mapping method applied by the teacher?

D. The Objectives of the Study

This study is conducted to:

1. describe the implementation of the Mind Mapping method to teach vocabulary to 5th graders in Elementary School of Pringanom 2,

2. elaborate the perspective of the English teacher regarding the Mind Mapping method towards student learning in the classroom,
3. analyze the students' perspective on the Mind Mapping method applied by the teacher.

E. Benefits of Research

The expected benefits of this study are as follows:

- a. Theoretical Benefits
 - 1) Make a scientific contribution to the development in the field of education, especially in the field of English Education.
 - 2) It can be a study and reference for further the researcher related to the same problem, so that the results can be broader and more in-depth.
- b. Practical Benefits
 - 1) For the author can adds insight and firsthand experience about the influence of Mind Mapping methods on English subjects
 - 2) For schools as a consideration in preparing the right learning program to develop the ability and prestige.

F. Research Paper Organization

The research paper organization includes five chapters.

Chapter I is introduction that consists of background of the study, scope of the study, problem statement, objectives of the study, benefits of the study, and research paper organization.

Chapter 2 is theoretical review and it consists of relevant researches and theoretical framework. Relevant researches contain previous research related to this research. Then theoretical framework consists General Understanding of Vocabulary, the purpose of teaching vocabulary, Types of Teaching Method, the Notion Mind Mapping, the Notion of TEYL.

Chapter 3 is the implementation of the research. It consists of two parts. Part A is the methodology of the research, containing the objectives of the research, place and times of the research, the population of the research, the techniques of data collecting, and the techniques of data analysis. Part B is the findings of the research, containing the description of data, the analysis of data.

Chapter 4 is the conclusion and suggestions.