CHAPTER I

INTRODUCTION

In this chapter, the writer would like to discuss the background of the study, statements of the problem, objectives of the study, significances of the study that provides theoretically and practically, and the last thesis organization.

1.1 Background of Study

English is an international language and it is used all over the world. Nowadays, English becomes an important language. English is a language used widely for communication between people who do not share the same first or second language (Harmer, 2007:1). It means that English was considered as a global language which is spoken by many people all over the world either as the first or second language.

In Indonesia, English, as a foreign language, is a compulsory subject in the curriculum. It has been taught at school start from young learner class until university. There are four skills in learnig English such as listening, speaking, reading and writing. In other hand, to master those skills, the students have to master some elements of language like grammar, pronunciation, vocabulary, etc. In addition, the students usually got difficulties in vocabulary mastery. Whereas, vocabulary was a crucial element to master language especially English.

Vocabulary is a main of the language (Coady and Huckin, 2003:4). In this case, the language cannot be used to maintain all information in language without vocabulary. People cannot communicate effectively or expressed the ideas in both oral and written form. Then, to support the speakers' interaction in communication, vocabulary is important because it can be used as a basic foundation to construct a word into a good sequence of sentence.

Vocabulary is one of the language components that have an important role in the development of the language skills. In the primary level, building up a useful vocabulary is central to the teaching of a foreign language

(Cameron, 2001:72). It means that English materials for young learner students were emphasized to enrich the students' vocabulary. By mastering vocabulary well, the students are expected to be able to use the language efficiently and successfully including using it to develop their language skills.

However, learning English vocabulary is not a simple matter for the students. They have many difficulties in learning English vocabulary. Firstly, the students feel strange and unfamiliar with English vocabulary items including their pronunciation and spelling. Secondly, the students feel difficult to understand or comprehend the words and their meanings. Thirdly, many students have low abilities to memorize and remember the English words, whereas, memorization is an important thing in the learning of English vocabulary.

To master English vocabulary, the learner needs not only to learn a lot of English words but also to remember them (Thornbury, 2002:23). Based on the theory above, it can be stated that in order to succeed in remembering a lot of English words, the students is expected to have good abilities in memorizing the words. It means that in the learning of English vocabulary, memorization was an important thing.

To make easy in learning vocabulary, the teacher can use mind mapping strategy. Mind mapping is a creative note taking technique in a visualization and graphic form that is used to make people feel easy in entering information into their brains, keeping information in a long term memory and taking it out from their brains easily by engaging imagination and association (Buzan 2006:6).

According to Casco (2009:1), mind map is graphic tool which contains a central key word or image and secondary ideas that radiate from the central idea as branches. It means that mind mapping is believed as one of the techniques or activities which can be used in teaching vocabulary which involve the essential idea and encourages memorizing vocabulary easily.

According to Budd (2003), in his journal entitled "Mind Maps as Classroom Exercise" where the result of his study is applying the mind maps is limited to problems or exercises that are amenable to a traditional outline. Then, mind maps are not a new teaching method with which to teach an entire course but they are another option that economics instructor can consider using once or twice during a semester as part of a broader repertoire of diverse, active learning exercise.

Based on the statement above, the writers interested in conducting a research entitled "THE IMPLEMENTATION OF MIND MAPPING STRATEGY IN TEACHING VOCABULARY FOR YOUNG LEARNERS AT A GRADE STUDENTS OF RA. ZAID BIN TSABIT JEPARA IN THE ACAEMIC YEAR OF 2017/2018"

1.2 Statements of the Problem

Based on the research background, the problem statements can be formulated as follows:

1. What are the problems faced by students in learning vocabulary?
2. How is Mind Mapping strategy implemented to teach vocabulary for young learners?
3. What are the strengths and weaknesses of implementation of mind mapping in teaching vocabulary for young learners?

1.3 Objective of the Study

Concerning with the problem mentioned above, the research objectives are:

1. To describe the student's problems in learning vocabulary.
2. To describe the implementation of mind mapping strategy in teaching vocabulary for young learners.
3. To describe the strengths and weaknesses of implementation of mind mapping in teaching vocabulary for young learners.

1.4 Significances of the Study

The significances of the study are:

1. Theoretically

The result of the research would expect to be able to give a reference for other researchers who want to study about mind mapping strategy in teaching vocabulary for young learners. The researcher would understand more about mind mapping strategy deeply in order to teach vocabulary for young learners and the result can be used to be reference in conducting other research to develop another technique to improve students' vocabulary.

2. Practically

(1) For the Teacher

This research would be helping the teacher to develop students' vocabulary mastery. The teacher would be easy to teach young learners by using mind mapping strategy. They can also implement this strategy to teach another skill for their students.

(2) For the Students

This research would be make the students enjoy with the learning of vocabulary by applying mind mapping in this activity. The information of the use of mind mapping as the technique in the learning of English vocabulary can be used as an effective note-taking to memorize English words easily.

1.5 Thesis Organization

In order to give a complete to the readers of what this writing about, the writer presents the general outlines as follows:

Chapter I presents about the introduction which consists of background of the study, statement of the problem, objective of the study, significance of the study, and thesis organization.

Chapter II explains the review of related literature which contains two main subjects. They are previous studies and theoretical review.

Chapter III describes research method whit consists of setting of the research, subject of the research, research design, method of data collection, and method of data analysis.

Chapter IV presents results and discussion of the research.

Chapter V presents the conclusion and suggestion.