

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of the theory that would be explained as follow. First was about previous research. The second was about theoretical review that provides about mind mapping (the definition of mind mapping, the characteristics of mind mapping, the use of mind mapping in vocabulary learning), vocabulary (definition of vocabulary, vocabulary teaching and learning process for young learners), the last was about young learners (teaching English for young learners, the characteristics of young learners in language learning).

2.1 Previous Researches

In this research, the writers took five previous researches. The previous studies was taken from some final project and some article.

The first was final project that written by Galih (2013) with his final project entitled “The Use of Mind Mapping Strategy to Improve Students’ Ability in Writing Procedure Text” where the result of his final project is mind mapping was appropriate for the students to maximize their ability in exploring ideas and using their imagination while they produce a procedure text.

The second was the research that had been done by Kurniawan (2015) with his research paper entitled “The Use of Flash Animation as a Teaching Medium to Improve Students’ Vocabulary” where the result of his study is that most of the students were very enthusiastic in mastering vocabularies using flash animation. They were active in the discussion, responsive, and they could pronounce the words correctly. Moreover, the students thought that flash animation could help them mastering vocabulary, and learning using it should be given regularly.

The third was the research that had been done by Astuti (2015) with his final project entitled “The Use of Flash Cards to Improve Young Learners’ Interest in Learning English” where the result of her study is flash cards were effective to improve young learners’ interest in learning English.

Moreover, flash cards can be more effective if it was combined with identification method as teaching method. Besides, the improving interest can increase the students' achievement in learning English.

The fourth was journal that written by Wilson, Solas and Dixon (2016) in their journal entitled "A Preliminary Study on the Use of Mind Mapping as a Visual Learning Strategy in General Education Science Classes for Arabic Speakers in the United Arab Emirates" where the result is mind maps provided a quick way to highlight students misconceptions and knowledge gaps.

The fifth was journal that written by Ozgul Keles (2012) with his journal entitled "Elementary Teachers' Views on Mind Mapping" where the result indicated that all the teachers participated in the study believe that mind maps were effective tools in learning and improving students' creativity and in providing permanent learning.

2.2 Theoretical Review

2.2.1 Mind Mapping

a. The Definition of Mind Mapping

Mind Mapping or word maps are an extremely engaging way of building up vocabulary knowledge as well as provoking students into retrieving and using what they know (Harmer 2007:235). It means that, mind mapping is appropriated strategy. The students will be interested in the material and the learning process will be success.

Janet Townend and Martuin Tuner (2004:226) state that mind mapping is an effective way of making the reader visualize and later remember what he read. Similarly, mind mapping is a strategy that can be used to remember ideas easily by visualizing what the readers' read. In addition, if mind mapping technique is used in the classroom teaching, the students will easily remember the material because they are used all their brain to focus with the material given by their teacher with the use of mind mapping strategy.

Holland (2003:78) states that mind mapping to be a useful technique for helping students plan and structure their essays and projects more effectively, and the quality of their written work and were able to draw value from the technique for project managing practical work. Similarly, (Buzan 2006:6) found that 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.

According to Buzan (2005:15), a mind map is the easiest way to put information into your brain. A mind map is a way to organize ideas visually through pictures, diagrams, colors, and lines. It is created around single word or picture placed in the center which contains ideas, concepts, and thoughts. It means that mind mapping is a creative technique in representing idea through diagram. In addition, Windura (2008:17) concluded that mind mapping has a work principle that is suitable with the natural work of the brain.

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). In this definition, five important concepts of mind mapping are used, as follows:

- 1) Mind mapping is one of creative note taking techniques. It is a technique used by people to represent ideas into visualization and graphic forms where one idea is connected to another idea by using branches.
- 2) Mind mapping helps people to enter the information into their brains. By using mind mapping, it is easy for people to put information into their memory.

- 3) Mind mapping helps people to keep information in the long term memory. By using mind mapping, the information can be saved in their memories for a long time.
- 4) Mind mapping helps people take information out from their brain easily. By using mind mapping, it is easy to recall information saved in their memories.
- 5) Mind mapping engages the use of imagination and association in its application. It means that in presenting ideas into mind mapping diagrams, people enclose imagination stimulators such as pictures, symbols, and colors to present ideas clearly and use association techniques to help them build their senses to the new concepts. These new concepts are connected to the known concepts having a tight relationship with the new concepts. Below is an illustration of the mind mapping diagram.

Picture 2.1
Mind mapping of Joy's life



The figure above shows how mind mapping imitates the thinking process. The recording of information through symbols, pictures, emotional meaning, and colors is exactly the same as how the human brain processes information. In nature, the brain tends to process information more easily in a picture form or image than in a verbal or spoken language. As an example, the mind mapping diagram of Joe's life above grows when people are asked to image Joe. They tend to image Joe's face rather than his/her name in their memories. By seeing the pictures in every branch of the mind mapping diagram, the people can know about Joe's works, careers, successes, etc.

b. The Characteristics of Mind Mapping

According to Buzan (1994:59), there are four essential characteristics of mind mapping strategy. They are:

- b.1) The subject of attention is crystallized in a central image.
- b.2) The main themes of the subject radiate from the central image as branches.
- b.3) Branches comprise a key image or key word printed on an associated line. Topics of lesser importance are also represented as branches attached to higher level branches.
- b.4) The branches form a connected nodal structure.

Mind mapping had characteristics that was different from general note taking techniques. In its application, mind mapping does not use a linear way but it uses non linear ways to conduct note-taking. These special characteristics help learners to memorize and recall the materials easily. Nine special mind mapping characteristics is presented, as follows:

1.1) Using many pictures

In creating mind mapping, the use of pictures is important. A picture is a part of imagination. It is worth a thousand words. Pictures can be used to strengthen a key word and help learners build their imagination. Here, imagination helps learners understand words and their meaning and can stimulate the right brain to work actively. If pictures are used together with letters, both sides of the brain will work in balance and it can create the best condition for learners to study and concentrate (Buzan, 2006: 22).

1.2) Using many colors

Mind mapping emphasizes the use of many colors in its application because colors are good memory signs. It involves the right brain in learning for long term memory. Colors encourage creativity and help in memorization. Adding plenty of colors via branches, map backgrounds, and images will add life to mind mapping. It makes easier to comprehend and remember lesson materials because it makes the learning activity become fun for the learners (Buzan, 2006:22).

1.3) Using key words to present ideas

A key word is a word that can lead to a sentence or event. Using key words to present ideas or concepts in mind mapping can make concepts or ideas become stronger to be remembered. It is related to the work of the brain where the human brain is just able to remember information presented in key word forms and pictures. The use of one key word per line also stimulates learners to spark new ideas easily and help the learners recall the memory (Windura, 2008:23).

1.4) Applying the classification of information

Mind mapping presents information in clear classification forms. It is aimed at making it easy for the brain to memorize and remember information. In mind mapping, information is classified based on its category (Windura, 2008:21). If information is arranged in clear classification, it will be easier for the brain to absorb the information and save it into the long term memory.

1.5) Showing whole and detail information in the same time

Learners can easily see the whole of lesson materials and the specific information presented in mind mapping at the same time because pieces of information are related among each other. For example, when the learners study about the respiration system of animals such as mammals, reptiles, insects, etc., they can focus their attention to the one animal respiration system such as the reptile's respiration system by seeing the branches discussing it. It means that the students can study the respiration system of other animals easily by moving from one branch to other branches without losing the understanding of the whole material. The format of mind mapping using imagination, association, and presenting them in a diagram form makes mind mapping easy to embrace materials from general information to detailed information (Windura, 2008:23).

1.6) Using association

Association is the way to connect new concepts with other known concepts having a tight relationship (Buzan, 2008:16). By using association, it will be easier for information to be remembered because the learners associate it with information that has been already known.

Mind mapping in its application uses the principles of association and it makes the relationship among information become clearer and more systematic.

1.7) Presenting the central image in the middle part

The central image is placed in the middle of the paper in order to attract the learners' eyes and brain. Something that can attract the attention of learners' eyes and learners' right brains will make the learners feel easy to focus. A central image is drawn to describe the main idea of the mind mapping. In addition, the work of mind mapping is similar with the work of brain cells in creating a network where the brain cells spread out from the middle to all directions as does mind mapping. In this case, mind mapping gives freedom for the work of the brain to radiate ideas in all directions and express learners' thoughts creatively and naturally (Buzan, 2006:21).

1.8) Making learners more creative

Mind mapping makes learners think creatively. The result of mind mapping between one learner with other learners is not the same although the material learned is the same. It happens because every learner has his/her own ways to use their imagination (Buzan, 2006:56). Here, mind mapping stimulates learners to think by using their imagination such as drawing pictures, using colors, etc. It can help them to activate the work of their right brain that is rarely used in learning activities.

1.9) Helping learners to review materials in a short time

By using mind mapping, learners feel more relaxed in learning materials because their brains are not forced to only use one side, the left brain, to read words but also use the right brain to learn something (Windura, 2008:13). It makes the work of the brain become more relaxed and finally it causes learners to feel relaxed in thinking. In a relaxing condition, learners can learn materials optimally.

c. **The Use of Mind Mapping in Vocabulary Learning**

In vocabulary learning, mind mapping can be used in some activities. One of the activities is presenting English vocabulary. In this study, for example, the English teacher uses mind mapping diagrams to help the students understand English words and their meaning, and make the words easier to be memorized (Buzan, 2005:201).

Mind mapping is creative note-taking applying visualization and graphic forms. In creating mind mapping diagrams, the teacher or students need to do some steps. There are four steps suggested by Tony Buzan in creating the mind mapping diagram are presented as examples of the use of mind mapping in vocabulary learning (Buzan, 2006:21). It can be seen as follows:

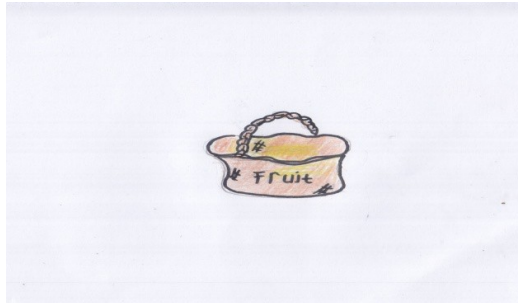
1) **Creating mind mapping diagrams**

A frame of mind mapping diagrams is made by using color pencils, a piece of plain paper in a landscape position, pictures, key words, and association. A frame of the mind mapping diagram can be made by doing the steps below.

Firstly, the teacher draws a picture as a central image in the middle part of the paper (Buzan, 2006:21). The position of the paper should be placed in a landscape position. Here, the central image is used to describe the main idea. It is to activate the learners' right brains, strengthen the learners' memory, and make the learning enjoyable.

Picture 2.2

First step in creating mind mapping: ‘drawing a central image’.

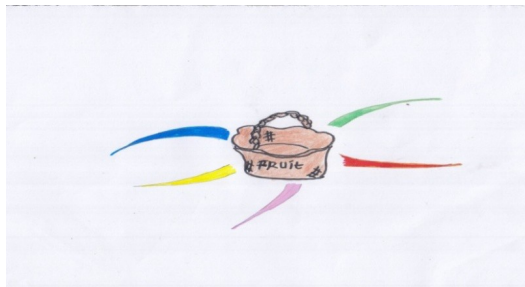


Taken from Buzan (2006:23)

Secondly, the teacher draws curve lines around the central image. Here, curve lines are also known as branches (Buzan, 2006:24). Branches that are placed around a central image are called the main branches or basic ordering ideas. The main branches are made to radiate ideas that have tight relationship with the topic idea.

Picture 2.3

Second step in creating mind mapping: ‘drawing main branch’

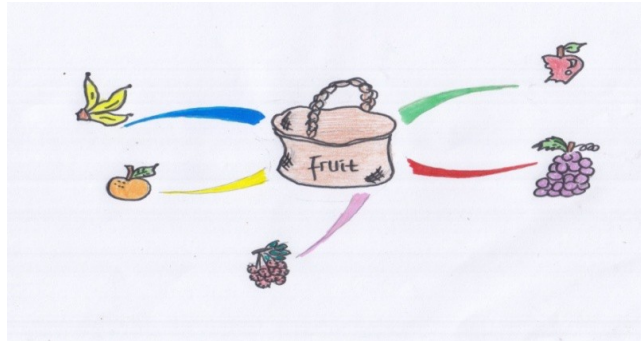


Taken from Buzan (2006:24)

Thirdly, the teacher draws a picture or symbol in every main branch tip to strengthen the writing of keywords and make them easy to be understood (Buzan, 2006:26). The pictures in the mind mapping diagram below show the kind of fruits as branch keywords.

Picture 2.4

Third step in creating mind mapping: 'drawing key pictures'.

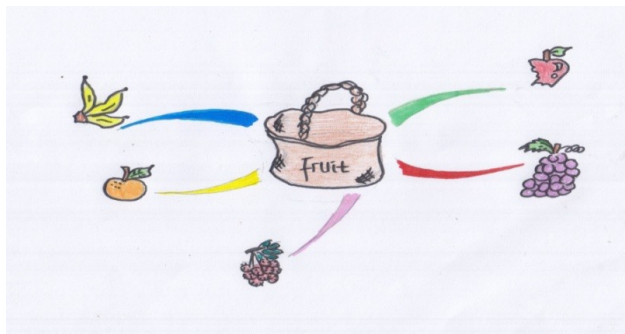


Taken from Buzan (2006:26)

Finally, the teacher creates the second branches. The second branches are radiated from the main branches. The second branches are made to present ideas related to ideas presented in the main branches. At the tips of second branches, the teacher draws pictures and symbols.

Picture 2.5

Fourth step in creating mind mapping: 'drawing second branch'



Taken from Buzan (2006:28)

2) **Presenting vocabulary by using mind mapping**

In presenting the vocabulary items, the teacher uses the frame of the mind mapping diagram that has been prepared and places it on the blackboard. There are some steps done by the teacher when he

introduces vocabulary items. The steps of presenting materials in mind mapping are arranged based on the sequences of the steps in creating mind mapping. These steps are described below.

First, the teacher places a frame of the mind mapping diagram on the middle of the blackboard. He should make sure that all students could see the content of the mind mapping diagram. Second, the teacher mentions the lesson topic by using the central image of the mind mapping diagram (Buzan, 2006:21). Then, he begins to introduce English words that are in the main branches one by one based on the pictures in the branches (Buzan, 2006:24). Here, he asks students to guess a word based on the picture that is pointed at by him and asks the students to say it loudly. Then he writes the word in the available branch (Brewster, Ellis, and Girard, 2003:88). In introducing the words in the second branches, the teacher does the same way as the step in introducing the words in the main branches. After the teacher finishes in completing the mind mapping diagram on the blackboard, he asks the students to pronounce all the words presented in the mind mapping diagram to check whether or not the students can pronounce the words correctly.

2.2.2 Vocabulary

1.9.a. The Definition of Vocabulary

Vocabulary is has an important role in teaching and learning English. Vocabulary becomes one of many issues today in English acquisition. It becomes an important aspect besides grammar and punctuation. Therefore, vocabulary should be placed as the main factor rather than supporting factor in English acquisition.

There some definitions of vocabulary based on experts' opinion. First definition comes from Collins Cobuild English language dictionary that “ the vocabulary of a alanguage is the total number of words in it” (Collins, 1989:1629). In addition, Thornburry (2002:4) states that there are two kinds of vocabulary or words. They are grammatical words (or

function words) and content words. Further, he states that: in terms of the meanings associated with these word classes, we can make a crude division into two groups. On the one hand, there are words like *for*, *and*, *them*, *to* that mainly contribute to the grammatical structure of the sentence. These are called grammatical words (or function words) and are generally prepositions, conjunctions, determiners, and pronouns. On the other hand, there are content words, those that carry a high information load. Content words are usually nouns, verbs, adjectives, and adverbs (Thornburry, 2002:4).

From the definitions above, it can be concluded that vocabulary is an alphabetical list of the words used in a language which can be divided into two main groups; function and content words. So that vocabulary is one of the important things in learning a language since it is one of the primary things in building a sentence in a language.

In addition, the process of learning vocabulary for young learners is not only about adding new words into the mind and finishing with it, but it is more than that. Learning words here means learning words, learning formulaic phrases or chunks, and finding words inside them. These processes are done in a continuous process. It means that the learners need to meet new words for several times where, each time, they extend knowledge about what the words mean and how they are used in the foreign language. The process of vocabulary learning above is known as vocabulary development (Cameron, 2001: pp. 73-74).

In vocabulary development, there are some progressions in the vocabulary learning. The first is related to the progression in the conceptual knowledge. As children get older, they are more able to handle abstract ideas and words such as 'sad, happy, etc' as well as concrete words, the words that can be caught by the students' senses. In addition, they work outwards from basic level concepts to more specific concepts or words. The second is related to the progression in word knowledge. Here, knowledge about particular words can be seen as a

progression from partial knowledge of their meaning, use, and form to fuller knowledge. It means that learning words is not only learning about word meanings, word forms, and their uses in separate ways but also learning those aspects together.

In vocabulary learning, the young learners need to do three vocabulary tasks to help them in understanding the meaning of words. These tasks are labeling, categorizing or packaging, and network building (Thornbury, 2002:18). The first is labeling. In labeling, the students need to map words on to concepts. For example, when the students face the word 'dog', they can label the word into the concept of a four legged animal that can bark. The second is categorizing. In this step, the students need to organize the words based on their classes. For example, the common words like 'apple' or 'cat' can be replaced by a superordinate term like 'fruits' or 'pet'. The third is creating network building. In this case, the students make connection between a new word with a word that is familiar to the students and that has tight relationship with the new word. For example, the word 'brother, sister, father, and mother' can be connected with the word 'family'.

2.2.3 Young Learners

a. Teaching of English for Young Learners

Basically, young learners have the abilities to learn a second language better than adults. One theory called the critical period hypothesis states that young learners can learn a foreign language effectively before puberty (Cameron, 2001:13). This is possible because children's brains are still able to use mechanisms that assist first language acquisition.

The great facility possessed by elementary students such as above makes it easier for the elementary school students to understand and imitate new language items than it is for secondary learners (Brewster, Ellis, and Girard, 2003:3). For the reasons above, starting to learn English in the elementary school is recommended.

In learning a foreign language at the primary levels, vocabulary building becomes a central priority (Cameron, 2001:72). It means that the theory explain about the purpose of vocabulary teaching is to help the learners build up the knowledge of words in ways that will enable them to use the language efficiently and successfully. English words learned by the students in primary levels include useful words. These are words that students are likely to find and use in a high frequency. It is also means words that are interesting and intriguing to students (Linse, 2005:122).

b. The Characteristics of Young Learners in Language Learning

According to Scot and Ytebreg (2006: pp. 2-3) there are many characteristics of young learners in language learning:

- They can talk about what they are doing.
- They can tell you about what they have done or heard.
- They can plan activities.
- They can argue for something and tell you why they think what they think.
- They can use logical reasoning
- They can use their vivid imaginations.
- They can use a wide range of intonation patterns in their mother tongue.
- They can understand direct human interaction.

From the characteristics about we can conclude that young learners are unique learners who have different characteristics from adult. In process learning the teacher can not push them because they had many characteristic. So, the teacher should understand well about it to make process learning well.

Beside of characteristic above, there are other characteristics of the young language learner by Buzan (2006:31), as follows:

- They know that the world is governed by rules. They may not always understand the rules, but they know that they are there to be obeyed, and the rules help to nurture a feeling of security.
- They understand situations more quickly than they understand the language used.
- They use language skills long before they are aware of them.
- Their own understanding comes through hand and eyes and ears. The physical world is dominant at all times.
- They are very logical-what you say first happens first.
- They have a very short attention and concentration span. Young children sometimes have difficulty in knowing what is the fact and what is fiction.
- Young children are often happy playing and working alone but in the company of others. They can be very reluctant to share.
- The adult world and the child's world are not the same. Children do not always understand what adults are talking about.
- They will seldom admit that they don't know something either.
- Young children cannot decide for themselves what to learn.
- Young children love to play, and learn best when they are enjoying themselves.
- Young children are enthusiastic and positive about learning.