

CHAPTER I

INTRODUCTION

This chapter presents background of the study, the statement of problems, the aims of the study, hypothesis, the limitation of the study, significance of the study, research methodology, and organization of paper.

1.1 Background

Poor vocabulary knowledge of EFL (English as Foreign Language) students is one of the problems in learning English. The statement is referred from researcher's observation in an informal education institution. Most of the students often found difficulties to comprehend texts when they did National Examination exercise tasks. They admitted that they did not know the meanings of words in the texts. It indicates that the students had low vocabulary knowledge. Consequently, more than 50% of the students failed in try out tests of National Examination.

This fact is in accordance with other research. It is found that students who do not know the meanings of the words in their reading texts have difficulty understanding them; they are also unable to use language effectively in their writing (Calderon et al., 2005; Dufra & Voeten, 1999 cited in Helman, 2009). It shows that vocabulary is an inseparable part of any language learning process. As Laufer (1997, cited in Akbari, 2008) states that vocabulary learning is at the heart of language learning and language use.

The poor vocabulary knowledge of the students is aggravated by teachers' techniques in teaching vocabulary. They always seemed to use conventional techniques making the teaching and learning process meaningless. In contrast, Thornbury (2004:53) argues that nowadays, tendency of vocabulary learning is to present vocabulary in texts. Short texts are ideal for classroom use, since they can be subjected to intensive grammatical and lexical study.

Regarding the statement, in this study, the researcher used simple descriptive texts in learning vocabulary through reading activity. Descriptive text is defined as a text aimed to describe a particular person, place, or thing (Gerot: 1995). In descriptive text, the students learn about vocabulary knowledge of describing persons, places, or things related closely to their environment.

To present vocabulary in texts, an effective technique is extremely needed. According to Schmitt (1997:212, cited in Shina, 2008), in learning the targeted vocabulary, capturing the word with an image is the most effective method and the most important in learning vocabulary. It comes up with the idea that Mind Mapping is one of techniques which is appropriate with for study.

According to Buzan (2006, cited in Widyasari, 2010), Mind Mapping is a technique of making a graphical outline which is used to represent words, ideas, tasks, or another linked to and arranged radically around a central key word or idea by lines and typically it contains words, colors, short phrases or pictures. The technique involves both left and right sides of the brain. By combining elements that appeal to each side of the brain, Buzan argues that Mind Mapping technique would optimize the brain's ability to create, to learn, and to remember. Mind

Mapping technique gives the students opportunity to explore their imaginations by making some colorful pictures, curvy lines, symbols or signs to help them gain and remember the words.

It is in accordance with the previous study conducted by Hofland (2007) who discovered Mind Mapping technique is an excellent way to remember new vocabulary. It uses associations, pictures, and even colours really help to organize thoughts that are very personal and unique which makes it easy to remember. Mind Mapping technique is also fun because it is a creative process and natural way to organize thoughts. Most pupils like it because it is not boring.

Referring to those descriptions above, this study is intended to find out whether the use of Mind Mapping technique in teaching simple descriptive texts can improve students' vocabulary mastery and what students' responses of using Mind Mapping technique in learning vocabulary.

1.2 The Statement of the Problems

1. Can the use of Mind Mapping technique in teaching simple descriptive texts improve students' vocabulary mastery?
2. What are the students' responses toward the use of Mind Mapping technique in learning vocabulary?

1.3 The Aims of the Study

This study is aimed at investigating:

1. Whether the Mind Mapping technique in teaching simple descriptive texts can improve students' vocabulary mastery.
2. Students' responses toward the use of Mind Mapping technique in learning vocabulary.

1.4 The Limitation of the Study

This study focuses on the use of Mind Mapping technique in teaching simple descriptive texts to improve students' vocabulary mastery at seventh grade in a junior high school.

1.5 Hypothesis

To answer the statement of the problems, a hypothesis is proposed that serves as a basis of this study. Hypothesis is a tentative statement about the outcome of research (Hatch and Farhady, 1981:3). Concerning two variables investigated in this study, there is null hypothesis that: "The use of Mind Mapping technique cannot improve students' vocabulary mastery."

1.6 Significance of the Study

This study is expected to give some beneficial contributions to the theory, language learners and language teachers about informative inputs with empirical evidence on the use of Mind Mapping technique in teaching simple descriptive texts to improve students' vocabulary mastery and students' responses of using Mind Mapping technique in learning vocabulary.

Theoretical significance of this study is expected to enrich the literature about the use of Mind Mapping technique in teaching simple descriptive texts to improve students' vocabulary mastery. This technique hopefully can overcome the students' difficulties in gaining and memorizing vocabulary. For language teachers, the result of the study hopefully gives an alternative technique in teaching vocabulary.

1.7 Research Methodology

1.7.1 Research Design

The research method of this study is a quantitative study using quasi-experimental. It involves experimental group and control group. In collecting data, the researcher used the score of the students in pretest and posttest of the experimental and the control groups. The pretest was given at the beginning of the course in order to find out the initial difference between the experimental and the control groups. The two groups got different treatment. Mind Mapping technique was given to the experimental group as the treatment while the control group got conventional teaching technique. Furthermore, the posttest was held out in order

to check the two groups' ability after the treatment. After the scores have been completed, the researcher analyzed the result from the two groups statistically.

In this study, the method used is quasi-Experimental design as promoted by Hatch and Farhady (1982) with formula:

$$\frac{G^1T^1XT^2}{G^2T^1T^2}$$

Where:

G^1 = Experimental group

G^2 = Control group

T^1 = Pretest

T^2 = Posttest

X = Some Treatments

1.7.2 Population and Sample

The population of the study was the seventh graders of a junior high school in South Bandung. There were nine classes of the seventh grade all together in the school. This study used purposive sampling technique to select two classes to become sample of the study. The researcher took two classes as the experimental group and the control group. They had similar characteristics and the same level in English proficiency in which they had not been taught English by using Mind Mapping technique.

1.7.3 Data Collection

This study was carried out in the following steps:

- a. Organizing the instruction that would be applied in both the experimental and the control groups
- b. Constructing the instruments
- c. Trying out the instruments
- d. Administering pretest for both groups
- e. Giving the treatment to the experimental group
- f. Administering posttest for both groups
- g. Giving questionnaires to the experimental group
- h. Administering interview with an English teacher

1.7.4 Data Analysis

The data of this study were analyzed through quantitative analysis, so the procedures of analyzing the data are as follows:

1. Analyzing test of normality distribution and homogeneity variance taken from students' pretest and posttest score in both group.
2. Analyzing students' pretest and posttest score using t-test in Statistic Product Service Solution (SPSS) in order to find out whether the mean of both groups have significant improvement or not.
3. Determining the students' response using percentage.
4. Analyzing the result of interview
5. Interpreting the research findings.

1.8 Organization of Paper

The paper of this research is organized as follows:

1. Chapter 1 Introduction

This chapter provides the background of the study, the statement of problems, the aims of the study, the limitation of the study, hypothesis, and significance of the study, and research methodology.

2. Chapter II Theoretical Foundation

This chapter consists of related theories from the expert and their researches which are relevant to the present research.

3. Chapter III Research Methodology

This chapter discusses the methodology in conducting this research which includes an explicit the statement of problems, clarification of terms, research design, research subject, research instruments, research procedures, and data analysis.

4. Chapter IV Findings and Discussion

This chapter describes the result of collecting data, analyzing data, and interpretation on the data collected.

5. Chapter V Conclusion and Suggestion

This chapter describes general interpretation toward all research findings, conclusion, and suggestion to other researchers who intend to develop the related research.

