

CHAPTER I

INTRODUCTION

This chapter presents the general account of the present study, reasons for choosing the topic, research problem. The aim of the research, clarification of the key terms, and research contributions.

A. Background of the Research

Since English is considered a very important subject and becomes one of the most difficult materials in Junior High School, the Indonesian government issued a policy that English can be taught from Elementary School. The aim is to prepare and to introduce the students in using English as a foreign language, and to make them ready to study English at the higher levels of formal education.

English is also taught at SD N Mendelem 03; as a response toward the government policy. The teaching of English in that school started at the third grade up to sixth grade. The main or basic material given for students is vocabulary. For this level vocabulary is concentrated on the function of words and more frequently used vocabulary items.

As a new subject, English becomes one of the complicated subjects for students because it is seldom used in daily life. Most students have problems in learning English, especially in learning vocabulary. No merely because of the difference style in pronouncing and spelling the word, but also it is different in written and spoken one. The problems are

remembering the meaning of words and using the words in sentences.

These problems also happen at fifth grade of SD N 03 mendelem. Based on the observation, the writer finds some problems dealing with students' vocabulary competence. *First*, the students often forget the meaning of the words. *Second*, the students couldn't pronounce the English word well. *Third*, the students couldn't spell the word well. It means that they still have alphabetical symbol problem. *Fourth*, the students couldn't use the word or create sentence from the words provided.

From those problems above, it is clear that the students' of vocabulary competence needs some improvements, not only on the activities but also the technique of teaching used by teacher in classroom.

After making self reflection, the writer got the answer that the students have vocabulary low competence, it is also caused by the technique of teaching used by the teacher which seems to be monotonous and not challenging for students. Teacher used Grammar Translation Method and dominated the class much. The students are never challenged with various activities in classroom.

Based on this reflection, the writer and the collaborator teacher decided to change the way of his teaching especially teaching technique. In this case, writer uses mind mapping for teaching vocabulary. It can help students to concentrate on their mind while their vocabulary. Based on statement mind mapping can be said good methods on teaching vocabulary because it can make the students fun and enjoy the activities directly.

The writer uses Classroom Action Research (CAR) to overcome those problems. It can be realized by this proposal with the title "Improving Students' Vocabulary Through Mind Mapping At The Fifth Grade Student of SD Negeri 03 Mendelem in academic year 2010 / 2011 (A Classroom Action Research for Fifth Grade Students of SD Negeri 03 Mendelem)"

B. Reason of Choosing the Topic

There are some reasons why the writer chooses mind mapping as the technique in improving students' vocabulary, the reasons are as follows : *First*, the writer wants to solve the student's problem in learning vocabulary. *Second*, the writer wants to improve the students vocabulary making by developing their idea in vocabulary through mind mapping.

C. Problem of Research

Based on the explanation above, the problem of this research is : "can mind mapping improve the students' vocabulary mastery at the fifth grade students of SDN 03 Mendelem Academic Year 2010/2011?"

D. Aim of Research

This aim of the research is to know whether or not mind mapping can improve the students' vocabulary at the fifth grade students SDN 03 Mendelem Academic Year 2010/2011.

E. Clarification of Term

The terms of the study are as follows: *first*, improving means bring to be more desirable or excellent condition, to be better or to increase in value or excellent (Pei, 1976: 483). *Second*, students in Grolier dictionary it is written that the word "students" means one who attends in educational especially a high school or college or university (Grolier,1981: 1279). *Third*, vocabulary is a total number of words, which (with rules combining them) make up language (Hornby, 1989: 59). *Fourth*, mind mapping according to Tony Buzan mind mapping is a diagram used to represent words, ideas, task or other items linked to and arranged radically around a central key word or ideas. [http://en.wikipedia.org/wiki/mind map](http://en.wikipedia.org/wiki/mind_map)).

F. Research Contributions

The result of the research is expected to give on input to the students and the English teacher. *First*, it can give meaningful experience for the students in learning activity by using mind mapping as the technique and provide good learning atmosphere for the students, so that they enjoy their learning activity. As the result, it can increase the students' achievement.

Second, it can give valuable experience about using an appropriate technique in teaching learning process; it also can give information in students' acquisition. It can be one way to evaluate the teaching learning activity. It can give an alternative technique in improving vocabulary mastery.