

## CHAPTER II

### THEORETICAL REVIEW

#### A. Vocabulary

##### 1. The definition of Vocabulary

Vocabulary is one of language of components. According to Napa (1991: 6-7) no language exists without it and words are signs or symbols for ideas. They are a means by which people exchange either though. The more words we learn, we get. Vocabulary is the total number of words which rules for combining them, make up a language (Hornby, 1974: 959). Vocabulary refers to a set list of words for particular language or list of words that individual speaker of a language might use (Nunan, 1974: 6).

In Webster's (1989: 159) vocabulary is: *first*, a list or collection of the words or phrases of a language, branch of science, or the like usually arrange in alphabetical order and defined. *Second*, it is any collection or symbols which constitute a means or system of non verbal communication.

## 2. The Importance of Vocabulary

Tarigan (1984: 2) point out of the importance of vocabulary in language learning, he states that language skill mostly depends on the mastery of vocabulary. Thus, the more vocabulary, the bigger possibility that someone can skillfully use the language. River in Nunan (1983: 135) has also argued that the acquisition of an adequate vocabulary is essential for successful language use, because without an extensive vocabulary, we will be unable to use the structures and functions that we may are learned for comprehensible communication. It forms an opinion that the development of a rich vocabulary is an important element in learning a second language.

The vocabulary can help the students or the learner, by the time the whole child enter school, he or she has acquired a considerable understanding of a large number of words, most of students understand some words that good enough to use them own selves.

## 3. The Principle of Teaching Vocabulary

At the beginning level, it is important to concentrate on the function of words and frequently used vocabulary items, which are needed to give practice in the basic structures and sounds of the language. Finocchiaro (1974 : 73) states in his book, that there are nine premises and comment related to the teaching vocabulary as follows : *First*, not all of the words a student heard during any

lesson need to be a part of this active vocabulary will be understood by learners when they hear or understood by learners when they hear or read them. While the "active" vocabulary should be systematically presented and practiced.

*Second*, vocabulary should always be taught in normal speech utterances. *Third*, new vocabulary items should always be introduced in known structures. Fourth, where possible, the vocabulary items should always be centered on one topic.

*Fifth*, a familiar word is met in a new context, it would be taught again and practiced. *Sixth*, vocabulary items should be taught, vocabulary items should be taught in the same way the teacher teaches everything else.

*Seventh*, vocabulary should be practiced in substitution drills, transform thing drills, question and answer, etc. *Eight*, vocabulary items should reintroduce many times with all the structures and in all the situations in which they can logically be used. *Ninth*, students should be encouraged to learn and use nouns, verbs, adjectives, and adverbs with certain rules.

#### **4. English at Elementary School**

English is an important foreign language in absorbing and developing science, technology, culture, and good relationship with other nation. The English is taught in elementary school when it is

considered necessary in their nation. It must be supported with availability of well competent teacher. Therefore, its nor compulsory for every elementary school to give English as the local content subject. It is taught in the third, fourth, fifth, and sixth grade students.

Based on the syllabus model of elementary school student for the fifth grade (permendiknas nomor 22 tahun 2006 tentang standar isi : 1), there are eight models (theme / unit, standard competence, main material, indicator, learning activity, scoring, time allotment, and source/media).

a) Theme / unit

Starting point, he is a librarian, get me please, let's make a kite, may I borrow, could you stir it, and let's go to the bank. In this case, the writer takes a theme based on discussion with a theme based on discussion with the collaborator teacher, which are hobbies, and clothes and customs.

b) Standard competence

Starting point listening : understanding the simple instruction in the school context and responding the simple instruction. Speaking : Telling the instruction in the school context and simple conversation Reading : Understanding descriptive text and reading aloud. Writing : Spelling the simple sentences and writing the simple sentence about instruction). Unit 1 (listening : understanding the simple instruction and responding

the simple instruction. Speaking : telling the simple information and simple conversation. Reading : understanding the descriptive text and understanding the asking expression. Writing : spelling and writing the simple sentences in school context).

Unit 2 (Listening : understanding and responding the simple instruction in class and school context; speaking; telling the simple instruction and simple conversation. Reading : understanding the descriptive text, reading aloud and understanding the expression of asking and receiving the expression of asking and receiving a help writing : spelling the sentences and writing the word / sentences)

c) Main Material

Introducing oneself and other, asking and giving information professions, superlative asking and giving things, verbs giving instruction, things in the bedroom preposition asking and giving permission verbs, and imperative public places showing direction.

In this case, the collaborator teacher used the book with the title, start with English class 5.

d) Indicator

*First*, students can indentify, response, practice the simple expression. *Second*, students can read aloud the text and answer

the questions based on text. *Third*, the student can spell the sentence correctly.

Then, *Fourth*, the students are able to practice the simple conversation. In this case, the conversation connected with the topic (Hobbies, Clothes and Costumes). *Fifth*, students are able to create sentences.

e) Learning activity

Listening and responding the expression, practicing the expression, involving in group, reading a text, answering the question, writing the sentences. In this case, students also use the mind mapping as technique, practice and perform the technique, and spell the word correctly.

f) Scoring

Individual, group and test. In this case the writer used ore and post test.

g) Time Allotment

In elementary school, English is taught 2 x 40 minutes in a week. But, in SDN 3 Medelem, Belik, Sometimes English taught once a week.

h) Source / technique

Active English, a fun and easy English books, picture. In this case, the teacher of SDN 3 Mendelem, Belik used a different source, namely start with English Class 5.

## **B. Mind Mapping**

### **1. The Definition of Mind Mapping**

According to Tony Buzan (2007: 4) mind mapping is a way to write creatively and effectively and it will map the mind. Mind map used to generate, visualize, structure and classify idea, and as an aid in study, organization, problem solving, decision making, and writing.

By focusing on key ideas written down in your own word, and then looking for branches out and connection between ideas, mapping knowledge in manner which help understand and remember new information.

Mind mapping is powerful accelerated learning technique, available to both teacher and students. Its inherent simplicity and power come from its design and rules. Once a student or teacher become competent in the use of the technique, it usually becomes their way of organizing thoughts, planning preparation and delivery of talks, making notes and communicating information to themselves and others.

### **2. The Advantages of Mind Mapping**

According to Tony Buzan (2007) Mind mapping can be used in many different situations and for many different reasons. Use it during business meeting, when study, when plan or to come up with the most innovating ideas. Below are the advantages of mind mapping: *First*, in the purpose of learning, mind mapping reduce those tons of work. Feel good

about study, revision, and exam. Have confidence in learning abilities. *Second*, in over viewing. the advantages are to see the whole picture, the global view, at once. Understand the link and the connections. *Third*, in planning mind mapping to orchestrate all details and aspects-from beginning to end-on one piece of paper. *Fourth*, in thinking, having a method to analyze thoughts almost a 'way station' for them.

Mind mapping work especially well when created in groups since the discussion this engenders aids the production of ideas, and makes the task livelier and more enjoyable.

Tony Buzan (2007) mind mapping helps the brain to work well to develop ideas and the advantages in studying are: *First*, make the students are easy to study. *Second*, see the connection between the different topics. *Third*, can help brain storming. *Fourth*, help to develop the idea, and thinking creatively. *Fifth*, see the whole of picture. *Sixty*, easy to remember. *Ninth*, summarizing information

Mind mapping work for students because their visual design allows students to extend their ideas in any direction they want while at the same time, encouraging them to group themes and sub-themes together as they proceed (Jeremy Harmer, 2004: 90)

### **3. Uses of Mind Mapping**

The uses of mind mapping according to Peter Russell's (2010)

**a) Notes**

Whenever information is being taken in mind mapping help organize it into a form memory that is easily assimilated by the brain and easily remembered. It can be used for nothing anything.

**b) Recall**

Whenever information is being retrieved from memory, mind mapping allows ideas to be quickly noted as it occurs, in an organized manner. There is no need to form sentences and write it out in full.

**c) Creativity**

Whenever we want to encourage creativity, mind map liberate the mind from linear thinking, allowing new ideas to flow more rapidly. Think of every item in a mind mapping as the center of another mind map.

**d) Planning**

Whenever we are planning something, mind mapping help to the relevant information down in one place and organize it easily. It can be used for planning any piece of writing from a letter to as green play to a book.

**e) Presentation**

Mind mapping not only helps to organize the ideas coherently, the visual nature of mapping means that can be read the whole thing in head, without ever having to look a sheet of Paper. And here are the following list highlight some of the uses of mind mapping from Tony

Buzan are:

*First*, generating ideas and thinking creatively. *Second*, planning project, organizing processes, tracking a progress. *Third*, preparing a presentation or report. *Fourth*, learning or studying. Note taking, review, recall and exam preparation

#### 4. How to Do Mind Mapping

Tony Buzan (2007) suggests using the following foundation structures for mind mapping: *First*, start in the center with an image of the topic, using at last 3 colors. *Second*, use images, symbol, codes, and dimension, through out your mind mapping. *Third*, select the key words. *Fourth*, each words/image must be alone and sitting on its own line. *Fifth*, the line must be connected, starting from the central lines are thicker, organic, and flowing, becoming thinner as they radiate out from the centre. *Sixth*, making the lines the same length as the word/ image. *Seventh*, use color-your own code-thought the mind mapping. *Eight*, develop tour own personal style of mind mapping. *Ninth*, use emphasis and associations in your mind mapping. Keep the mind mapping clear by using radial hierarchy numerical order or outlines to embrace your branches.

Mind mapping involves writing down a central ideas and thinking up new and related ideas which radiate out from the centre. By focusing on

key ideas written down in our own words, and then looking for branches out and connections between the ideas, we are mapping knowledge in a manner which will help to understand and remember new information.

## 5. Improving Mind Mapping

According to Peter Russell's (2010) The following suggestion may help to increase the mind mapping effectiveness: *First*, use single words or simple phrase for information most word-s in normal writing are padding, as they ensure that facts are conveyed in the correct content, and in a format that is pleasant to read. In teachers' own mind mapping, single strong words and meaningful phrase can convey the same meaning more potently. Excess words just clutter the mind mapping. *Second*, use color to separate different ideas. This will help to separate ideas where necessary. It also helps to visualize of the mind mapping for recall. Color also help to show the organization of the subject. *Third*, use symbols and images Where a symbol or picture means something a good, use it. Picture can help to remember the information more effectively than words. *Fourth*, using cross- linkages Information in one part of the mind mapping may relate to another part. Here teacher can draw in lines to show the cross-linkages. This help to see how one part of the subject affects another. Color is strong factor in helping to remember. Different colors will be better for each of the radiant thought and sub thought.

### **C. Teaching English Vocabulary Using Mind Mapping**

This point of discussion present the steps in using mind map for teaching English vocabulary. They are brainstorming on picture, mind mapping around a central theme, and changing a mind in to a sentence

#### **1. Brainstorming on Picture**

Brainstorming is an activity used to general ideas in small groups. The purpose is to generate as many ideas as possible is to generate as many ideas is often produced. Each idea produced does not need to be usable, instead, initial ideas can be viewed as a starting point for more workable ideas. The principle of brainstorming is that you need lots of ideas to get good ideas.

Most student will let their imagination room if the pictures are strange enough elicit the vocabulary in the picture and write a list of the vocabulary on the board.

#### **2. Mind mapping around a central the mind**

The type of brainstorming used is mind mapping. In mind mapping, students write one word in the center of the page and link other related words to it. Student do several examples in small groups and groups competed with each other to get the highest number of words. For each brainstorming session, the students were given only two minutes to encourage quick thinking and to reduce the time for worrying about mistakes.

You may add hand-drawn if it is possible. It should be a funny picture so that children laugh at it. Then practice the pronunciation of the word with the students once they get it. After practicing the words, wipe the letters off and ask your students to write them again on the blackboard. When all the words are back on the board, wipe the pictures off this time. Give the students a chance to draw the picture. They will view with each other to come to the blackboard if they have only a chance to take the stage. There will be a lot of fun for the teacher and the students.

### **3. Changing a mind into a sentence**

In this step, each mind must be changed, but each sentence must have a meaning. This can be useful to show the students the role of each mind in a sentence prior to a fun activity to do on the board. For variations, add one mind and take away one mind for example:

- Doni plays flute in the park
- Andi plays soccer in the park
- Doni watches soccer in the park

### **D. Basic Assumption**

To improve the vocabulary, students need to practice. It is of course not an easy thing to do with the students to reach good level for all categories remembering English is only the second language. Therefore, the teacher has to look for innovative ways of teaching such as by using new techniques. Different process of teaching such as by using

new techniques. Different process of teaching and learning vocabulary will give different experience for the students' memory. The use of technique is one of innovative ways to give new experience for the students in classroom activity. In this case, mind mapping is considered as the innovative technique in teaching and learning vocabulary.

There's nothing perfect, especially dealing with the classroom activity. A good planning does not mean that there is no problem during the process. In reality, students often get many difficulties during learning process, although the teacher has tried many ways to make it easier in learning foreign language. Students need more practice for all knowledge they have got about vocabulary if they want to be able to master vocabulary in that foreign language.

For helping the students create more creative situation for practicing the teacher can use mind mapping as technique for them. It can give guidance to the students in eliminating the problems of mastering vocabulary