CHAPTER I
INTRODUCTION

A. Background of the Study

English as a second language in Indonesia apparently still considered quite challenging to master for some students. This is because they have limited vocabulary. Vocabulary is the basic part and a key element to learning any language (Bakhsh, 2016). It is one element that links the four skills of listening, speaking, reading and writing all together (Huyen & Nga, 2003). The definition of vocabulary itself is a collection of several words that will later be arranged into a sentence. Students need to increase their vocabulary so they can understand the language well, both in writing and verbally. Or more clearly, vocabulary is one of the most important aspects in mastering English because the ability of the students to read or comprehend the subject is relatively determined by their vocabulary (Samhudi, 2016).

However, in their efforts to master it, students often feel bored learning English. It is because they feel uninterested in the teaching style of their teacher who only uses conventional methods or teaching techniques that are less attractive to them. So, when they are asked to remember only a few words or look for new words in a reading, they are lazy to do it. And this causes them to have minimal word stock. For this reason, in recent decades teachers are required to create or use various teaching techniques that are fresh and fun for students. Starting from learning through technology, games to creativity.

No lesson can be effective unless there is effective pupil participation in it (Hallen & Sangeetha, 2015). To make students participate actively and effectively, teachers should use student-centered learning technique. And mind mapping technique make it possible. Mind mapping is slightly different from concept mapping in that the mind mapping process starts with a topic at the center of the graphic (Buzan & Buzan, 1993). Mind mapping is believed as one of the techniques or activities which can be used in teaching

vocabulary to involve the essential idea and encourages memorizing vocabulary easily (Samhudi, 2016).

Mind map is a kind of thinking tool, which draws the mind′s thoughts through words and pictures and can be applied in study, life and work (Gong & Yuan, 2016). A good mind map is usually made using many colors, images, and symbols. A pattern that consists of at least images, symbols and colors would not only help students to understand vocabulary knowledge but also make students feel good, fun and have an interest in mastering vocabulary. Based on Hallen & Sangeetha (2015), the researcher identified that mind mapping techniques motivate students to understand the subject contents using colourful pictures since it enhanced them to a great extent. Thus, in this study the researcher described how to use mind mapping technique on teaching vocabulary for first-year students in one of Junior High School in Surabaya.

B. Limitation of the Study

Based on the problem, the scope and limitation are:

The scope of the study is teaching vocabulary using mind mapping technique for 8B graders in SMP Siti Aminah Surabaya and th limitation is descriptive text material.

C. Statement of the Problem

According to the problem above, the statement of the problem is how to implement the use of Mind Mapping technique in eighth grade SMP Siti Aminah Surabaya.

D. Purpose of the Study

Based on the statement of the problem above, the purpose of the study is to describe how to use Mind Mapping technique on teaching vocabulary.

E. Significance of the Study

The significance of the study are:

1. For the students, this research explains students' the use of mind mapping technique in building their vocabulary in English learning
2. For teacher, this research can be a reference for creative teaching in building students' vocabulary.

3. For researcher, this research can add knowledge about the use of Mind Mapping on teaching vocabulary.

F. Definition of the Key Terms
1. **Vocabulary** is one of the most important aspects in mastering English because the ability of the students to read or comprehend the subject is relatively determined by their vocabulary (Samhudi, 2016).
2. **Mind Mapping** is slightly different from concept mapping in that the mind mapping process starts with a topic at the center of the graphic (Buzan & Buzan, 1993).
3. **Mind Map** is a kind of thinking tool, which draws the mind's thoughts through words and pictures and can be applied in study, life and work (Gong & Yuan, 2016).