

CHAPTER I INTRODUCTION

A. Background of the Problem

Learning a new language goes hand in hand with learning vocabulary. This means that learning a new language requires mastering vocabulary. Vocabulary can be defined in different ways. Experts have found several conditions. Vocabulary is an important part of language proficiency and forms the basis of how students speak, listen, read and write. Without a comprehensive vocabulary and vocabulary acquisition strategy, students often perform below their full potential and may not take advantage of the language learning opportunities that surround them. B. Listening to the radio, listening to native speakers, using the language in different contexts, reading and watching TV.

In fact, there are many problems in learning English. One way is to create a pleasant atmosphere in the classroom when learning English, especially when learning vocabulary. Vocabulary is very important to improve students' four language skills. They listen, speak, write and read. To acquire the four language skills which are the basis of language learning, it is necessary to know or understand certain words. When learning a language, mastery of vocabulary is a prerequisite for achieving good results in the target language. Vocabulary that allows students to spontaneously express their thoughts. Therefore, it is very important to find the right way to arouse students' interest in expanding their vocabulary. Knowing the necessary vocabulary to master any language skill is very important for students and teachers of English.

Based on the researcher's observations when conducting the pre-survey, internal factors or what are usually interpreted as factors that arise from within students are (1) low curiosity/interest of students in learning English, (2) lack of ability of students to understand English vocabulary and (3) students feel lazy and often sleepy in class. Meanwhile, external factors that cause problems in student learning are (1) the teacher use less interesting teaching techniques, namely lecture technique, so the teacher always present the material without the participate of the students (2) the media used by the teacher is only books, markers and blackboards. So that some students seem less interested in participating in learning (3) the learning environment that students experience has just switched, from online to offline, so students have to start adapting again.

The conclusion based on the statement above, many factors why students said to understand about the vocabulary is difficult.

Moreover to know the vocabulary lesson in the classroom, the researcher conducted interviews with English teachers who teach in grade 8 to gain a better understanding of the problems that arise when learning English. Based on preliminary research by interviewing the English teacher, Mr. Dedy,S.Pd. The teacher said students' problems in learning vocabulary are: (1) students rarely use English in daily communication, (2) students' has low knowledge of English vocabulary and its meaning.

As additional data about students' English skills, especially in vocabulary, the researcher distributed 25 multiple-choice questions which were then worked on by students. The result data shows that 42% of eighth grade students got the fair score (41-60) as shown in table 1.1.

Table 1.1

Data of Pra-Survey of Eight Graders' Vocabulary Scores at Junior High School 4 Metro

	Score	Classification	Students	presentation
1	81-100	Excellent	20	11%
2	61-80	Good	42	22%
3	41-60	Fair	78	42%
4	21-40	Poor	32	17%
5	0-20	Failed	14	8%
Total			186	100%

Source: Research Pre-test

It can be explained that 11% of students' vocabulary scores are categorized as excellent, 22% of students are categorized as good, 42% of students are categorized as fair, 17% of students are categorized as poor and 14% of students are categorized as failed. It was concluded that in this class the mastery of the vocabulary was included in the medium category. It proves that there are problems in learning English vocabulary mastery in 8th grade students at Junior High School (JHS) 4 Metro.

Due to these internal and external factors, researchers are trying to conduct research that aims to improve vocabulary learning with more interesting strategies. Teachers must have the necessary skills to engage students in learning vocabulary. There are many approaches to engaging students in

learning content, especially learning vocabulary. Mind maps are a great technique for assimilating information presented in texts. Students can choose keywords, connect keywords with other keywords, connect ideas with other ideas, conclude the main or central idea of a text, capture certain information, and use the information needed to remember. Mind maps can be supplemented with additional information. colors, images, symbols and sizes to add interest, beauty and personality. It promotes creativity, memory and especially information retention. Mind maps help students differentiate their mental memory skills. Mind maps can also help you identify these skills. Data storage effectively doubles capacity. It's like the difference between a well-compressed repository and a badly-compressed library, a well-organized or unorganized library.

Mind maps are a natural function of the human mind as they represent good ideas. It is advanced graphics technology that provides the ultimate key to unlocking your brain's potential. Mind maps can be applied to all aspects of life, better learning and clearer thinking leads to better human performance. The researcher "***The of Use of Mind Mapping Strategy Toward Students' Vocabulary Mastery at The Eight Grade of Junior High School 4 Metro***" had a positive effect on student learning and became a reference method for teachers in class.

B. Identification of Problem

According to problems stated above as the research background, the researcher identified several problems as follows:

1. Low curiosity/interest of students in learning English.
2. Lack of ability of students in comprehending English vocabulary.
3. Students tend to feel lazy and often feel sleepy in the class.
4. The teacher does not use interesting techniques.
5. The media used by the teacher is not interactive to the students.

C. Research Focus

Researchers must determine the scope of their research to avoid misinterpretation of the topic. Researchers want to understand the impact of using mind mapping strategies on the vocabulary of grade 8 students of SMPN 4 Metro Lampung for the 2022/2023 academic year. In addition, the researcher examined six parts of speech from the topics covered in the sessions, including nouns, verbs, pronouns, adjectives, prepositions and conjunctions.

D. Research Questions

With regards to the problems above, the researcher formulated the following research questions:

1. Does the use of the mind map strategy affect the average vocabulary of SMPN 4 Metro Lampung VIII students for the 2022/2023 academic year?
2. What is the importance of using the mind map strategy for vocabulary mastery for SMPN 4 Metro Lampung VIII students for the 2022/2023 academic year?

E. Research Objectives

As related to the issues investigated, the key purpose of this study are as follows:

1. Determine whether the use of mind mapping strategies affects the vocabulary acquisition of class VIII students of SMPN 4 Metro Lampung for the 2022/2023 academic year.
2. Testing the significant impact of using the mind map strategy on students' vocabulary for semester mathematics equivalent to SMPN 4 Metro Lampung VIII 2022/2023.

F. Research Benefits

1. For Students

The researcher expects that this research will give positive value to students, make the class fun, active and students will gain interest in the mind mapping strategy. The result of this study will provide student motivation and update learning media in mastering the vocabulary.

2. For English Teachers

The researcher provides some information and instructions for how to use mind mapping for learning vocabulary as an interesting strategy to teach in class. English teachers can implement this strategy in their classrooms continuously.

3. For Researchers

The researcher hopes that this research can inspire other researchers who are interested in this topic. This research can stimulate other researchers to develop more research related to this topic. The researcher also hopes that this research can increase knowledge and experience of scientific thinking, as well as determine the feasibility of using mind mapping in teaching vocabulary.