**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

This chapter reviews the underlying theory used in the study concerning with the vocabulary mastery. To be more specific, this review discusses about: Theaching English in Elementary School, Technique in teaching English for Young Learner,The Nature of vocabulary , Technique in teaching vocabulary, Teaching vocabulary, Mind mapping technique, assessment in vocabulary mastery.

2.1 Teaching English in Elementary School.

Based on Education unit level curriculum (KTSP) school has full authority and responsibility for determining the subject matter and learning instruction in line with the vision, mission, purpose, condition and characteristic every school. Teaching English at Elementary School will be the basis for the higher level. In Indonesia, English is introduced in a number of elementary schoolsinto their curriculum as a local content.Teaching English for Elementary school has been done as one of the elective subjects of the local content. Local content subjects may be provided in accordance with environment condition and need surrounding of community. In the curriculum of English, the content object matter is stated as follows, local content is extracurricular activities which have aimed to develop of competent with most suitable with characteristic and area potency, include the excellence of the area, which the material cannot group in exciting subject. Substance of local content, determined by set of the education.

(PeraturanMenteriNomor22 Tahun2006 tanggal 23 mei 2006).  
*Kepala Kantor Wilayah DepartemenPendidikandanKebudayaanProvinsi (DIKNAS)JawaTimurmengeluarkanSuratKeputusanNomor 1702/105/1994 tanggal 30 Maret 1994 yang menaytakanbahwa di JawaTimurmatapelajaranbahasaInggrissebagaimatapelajaranmuatan local pilihanberubahmenjadimatapelajaranmuatan local wajib.*

The next principle of the National education minister number 23 in 2006, which is about the standards competency for elementary and secondary level.Standardscompetency of the education (SKLSP) was developed based on the objectives of each educational. Basically English subjects as local content in SD / MI consist of listening, speaking, reading and writing and the elements of language include vocabulary and structures. The learners are expected to have the language competences.

1.Listening  
Understanding the instructions, informations, and short functional and descriptive text very simple illustrated that presented orally in the context of learners,school and the environment.

2.Sepeaking  
Expressing the meaning orally in the short interpersonal and traksaksional in form instructions and information in the context of the learners, school, and the environment.   
3.Reading  
Reading aloud and understand the meaning of the instructions, short functional

text, information, and vocabulary is very simple illustrated by written text in the context of the learners, school and the environment.

4.Writting  
Writting words, phrases, and short functional and descriptive text very simple appropriate with spelling and punctuation. Kasihani (2007:4)

2.1.1The Definition of Young Learner.

Something that must be known that this thesis, the writer observers the students in the fifth grade students of Elementary school. Before going on the writer explains who young learners and what the characteristics. Young learners means the learner or students are still young, specially their age are about six years to thirteen years. Young learner means children who learn English when they are still young.

Children learn fron everything they do. They are naturally curious as they want to explore and discover. If their exploration brings pleasure or success, they will want to learn more. Therefore, young learners English is a reliable and consistent measure of how well child is doing in the skills of listening, speaking, reading and writing.

The learning in primary schools is an important period to growth. Thei ntelligence, psychological, andstudent’s social. Annamaria Pinter (2006:5) in “Teaching young language learners” states the learning is an active process, how actively they are involved when they are interested, when they are motivated, children are happy to try new things and to experiment which ideas and thoughts in conversations with adults and teachers.In learning activities in the classroom the teacher must to prepare about the goal of teaching and learning, strategies, content orteaching materialsandevaluation. Todeliveringteaching materialsand training thelanguage skillsincluded someways ofpracticaltechniques, varied, andinteresting. There are Someteachingtechniquesthat can beusedin the primary classas follows:

1. Listen and Repeat

Listening is quite clear that listening is the skill that children acquire first, especially if they have not yet learnt to read. In this technique the teacher say something and the students just listen. Than the teacher say again and ask the students to repeat that teacher said. “Listen and repeat” exercises are great fun and give the pupils the chance to get a feel the language: the sounds, the stress and rhythm the intonation. When done in combination with movements or with objects or pictures, this type of activity also helps to establish the link between words and meaning. Wendy A.Scott (1990:27)

For example: Teacher : “ listen and repeat”

It’s a dog

Students : It’s dog

Teacher : It’s cat

Students : It’s cat, etc.

1. Listen and Do

The most obvious ‘listen and do’ activity which we can and should make use of from the moment we start the English lesson is giving genuine instructions. Most classroom language is a type is ‘listen and do’ activity. Communication is two-way, and you can see very easily if your pupils have understood the message or not.

For example: Teacher : “Stand up, please” (Students stand up)

Teacher : “Open your book!” (students open book).

This activities is application of the method of Teaching English as a Foreign Language that found as TPR (Total Physical Response). Children do a lot of listening before they learn to speak and they do a lot of physical activities in learning their first language. BambangSetiyadi (2006:125)

1. Question and Answer

The questions and answer technique is a technique that familiar in every class. In daily activities, questions is a activitas where the person who needs a answer. This technique can be used to listening and speaking. Before the students answer the questions, they must listen and understand about the questions.

1. Substitution

In this technique, the teacher miss out one part of sentences and ask the students to changed with other words of a kind that. The technique substitution can be used to listening, speaking, to increase vocabulary, and grammar.

1. Draw and Colour

Children love colouring pictures and we can easily make this activity. We can use any picture which the students have in their workbook. You can make up a picture or describe a picture you have in front of you. This activity is particularly useful for checking object vocabulary.

1. Listen and Identify

Listening for information is really an umbrella heading which covers a very wide range of listening activities. However, we are taking it to mean listening for detail, for specific information. You can make up very simple identifying. Wendy A. Scott and Lisbeth H. Y treberg (1990:24).

1. Pairwork ( In-pair)

Pairwork is a very useful and efficient way of working in language teaching. It is simple to organize and easy to explain, and groupwork should not be attempted before the children are used to working in twos first.

1. Group Discussion

Groupdiscussion activitiesto trainstudents toappreciate each other's friends, learn tolisten toopinions of others, andexpress opinionsto the group.

1. Cooperative Learning

The children as a social, the children can learn from their friend through cooperative learning. There are some element in cooperative learning, that included:

1. There is an interdependent positive characters.
2. Instructions with others and face to face.
3. There is a communication in each group.
4. There is a responsible as group or individual.
5. There is a process evaluation by group.
6. There is gap information and make the students feel to learn, from nothing to something.

In this activities, the teacher must fair, care and more active to support the students.

1. Questioning and Inquiry

Asked(questioning) by teachers to encourage, guide and asses the students’ abilities. The students ask also to get information when they do activities that inquiry-based. The activities of inquiry begins with the observation of activities and than asked to analyze and finally make a conclusion.

1. Demonstration

Modeling or demonstration is strategy to give an example to the students how they perform, learn, and make something.

1. Concept Mapping

The concept mapping is used to drilled the students concerned a concept or something that is already known to other concepts or other matters that are closely has relation. Concept mapping is usually used among others to:

1. To help the students more actives.
2. Help the students “'bridge' new things (new knowledge) with a something was already known advance (previous knowledge).
3. Direct the class discussion.
4. Encourage students to think critically and creatively.
5. Enrich or develop vocabulary.

Similar to the mind map concept mapping has the purpose to guide students to be more able to connect only new thing that can be attributed to what is already known by the students to expand their knowledge, especially about the vocabulary.

1. Brainstorming

Brainstorming is a strategy that be used to made students active. When the teacher asked the class to give an idea or tell examples as much as possible in a short time then the teacher do brainstorming. After a lot of statements and vocabulary was collected than the teacher choose which is relevant to the topic or concept in question.Bila guru minta seluruh kelas memberikan ide atau menyebutkan contoh sebanyak-banyaknya dalam waktu yang singkat maka guru melakukan brainstorming. The Barainstorming can combine with the concept mapping when the children learn about speaking and can to continued with writing skill.

1. Outdoor Activity

The learning activities not to always have in class. Occasionally students need to be out of the classroom to learn more about the environment around him. Activities outside the classroom to enrich the vocabulary pembendaharaan children because there are things that do not or have not been taught in class.

2.1.2The Charcresistic of Young Learner

Here we need to know more about some characteristic of young learner. Generally children like doing any kinds of activities as long as thay feel happy. Children will choose the activities they like to do according to their own characteristics.

The characteristics of children, according to Wendy A. Scott and Lisbeth H. Ytreberg, 1990 in Teaching Rnglish to Children sates:

Five to seven year olds (lower stage), the chracters of students there are:

* They can talk about what they are doing.
* They can tell you about what they have done or heard.
* They can plan activities.
* Thay can argue for something and tell you why they think what they think.
* They can use logical reasoning.
* They can use their vivid imaginations.
* Thay can use a wide range of intonation patterns in their mother tongue.
* They can understand direct human intonation.

Other characteristics of the young language learner are:

* They know that the world is governed by rules.
* They understand situation more quickly than they understand the language used.
* They use language skills long before they are aware of them.
* Their own understand comes through hands and eyes and ears.
* They are very logical-what you say first happens first.
* Have a very short attention and concentration span.
* Difficulty in knowing what is fact and what is fiction.
* Young children are often happy playing and working alone but in company of others.
* The adult world and the child’s world are not the same.
* They will seldom admit that they don’t know something either.
* Young children cannot decide for themselves what to learn.
* Young children love to play, and learn best when they are enjoying themselves.
* Young children are enthusiastic and positive about learning.

The characteristics of Eight to ten year olds (upper classification). Children of five are little children. Children of ten are relatively mature children with an adult side and a childish side. Generally the characteristics here are:

* Their basic concepts are formed. They have very decided views of the world.
* They can tell the difference between fact and fiction.
* They ask question all the time.
* They rely on the spoken word as well as the physical world to convey and understand meaning.
* They are able to make some decisions about their own learning.
* They have definite views about what they like and don’t like doing.
* They have a developed some of fairness about what happens in the classroom and begin to question the teacher’s decisions.
* They are able to work with others and learn from others.

So far no body has found a universal pattern of language learning which everyone agrees with much seems to depend on which mother tongue the pupils speak and on social and emotional factors in the child’s background. What is clear here is that most eight to teen year old will have some sort of language awareness and readiness which they bring with them into the foreign language classroom.

2.2Teaching Vocabulary

Children enjoy vocabulary learning. Teachers can first introduce things they can see, feel, play with, touch, and experience every day. Teachers can be made use toys, such as dolls to present parts of the body, or puppets to act out a dialogue. They can also use classroom objects such as the desks and chairs, the pictures, and porters. Occasionally, the teacher can bring in real objects such as apples, carrots, and so on.

Meanwhile, teaching generally is works of teacher in giving some body information about particular subjects, teaching vocabulary is the same with teaching of words with their meaning.

In teaching vocabulary we are needs to be taught some parts, as like Ur sataement in A course in Language Teaching (1991: 60-62) that included:

1. Form : pronunciation and spelling

The learners has to know what a word sounds like (its pronunciation) and what it looks like (its spelling). In teaching, we need to make sure that both these aspects are accurately presented and learned. Pronunciation and spelling is part of vocabulary that very important to be taught because without those item we get difficult to understand the meaning clearly.

1. Grammar

The grammar of a new item will need to be taught if is not obviously covered by general grammatical rules. Grammatical context is a way of connecting with other words in sentences. It is important to provide learners with this information at the same time as we teach the base form.

1. Collocation

The collocation typical of particular items are another factor that makes a particular combination sound ‘right’ or ‘wrong’ in given context. So this is another piece of information about a new item which it may be worth teaching.

Collocations are also often noted in dictionaries, either by providing the whole collocation under one of the head-words, or by note in parenthesis.

1. Aspect of meaning (1): denotation, connotation, appropriateness.

The meaning of word is primarily what is refers to in the real world, its denotation: this is often the sort of definition that is given in a dictionary. Than a less obvious component of the meaning of an item is its connotation: the association, or positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition.

A more subtle aspect of meaning that often needs to be taught is whether a particular item is the appropriate one to use in a certain context or not. Thus it is useful for a learner to know that a certain word is very common.

1. Aspect of meaning (2): meaning relationships

There are verious such relationships: here are some of the main ones.

* Synonyms, Antonyms, Hyponyms, Co-hyphonyms or Co-ordinates, Superordintes and the last Translation.

1. Word information

Vocabulary items, whether one-word or multi-word, can often be broken down into their component ‘bits’. Exactly how these bits are put together is another piece of useful information-perhaps mainly for more advanced learners.

2.2.1Vocabulary mastery

Our everyday concept of vocabulary is dominted by the dictionary . Words are the basic elemnt in contracting a language.sometimes, words have meanings in relation to other words. Thus students need to know the meaning of profession as a word to describe any one of a number of their things ( e.g., teacher, doctor, nurse, farmer, etc). ‘ profession’ has a general meaning whereas ‘teacher’ is more specific. Related to English teaching-learning process, language skills such as listening, speaking, reading, and writing needs a series of words that are called vocabulary. In other words, vocabulary is an important role in English language teaching.

Especially for beginners, vocabulary mastery is the very basic knowledge to learn more about English.According to Red John (2000: 16) vocabulary is knowledge involves knowing the meanings of words and therefore the purpose of a vocabulary test into find out whether the learners can match each word with a synonym, adictionary – tape definition, or an equivalent word in their own language. It means that in learning vocabulary we have to know the meaning of it and also understand and can use it in sentence context.

David Nunan (1999:101) in “ Second Language Teaching Learning” states that vocabulary is more than lists target language words. As part of the language system, vocabulary is initimately interrelated with grammar. In fact, it is possible to devide the lexical system of most languages into “grammatical word” as prepositions, articles and adverbs, and so on.

John Langan (2006:521) in “English Skills” said a good vocabulary is a virtual part of effective commmunication. A command of many words will make you a better writer, speaker, listener, and reader. Studies have show that students with a strong vocabulary, and students who work to improve a limited vocabulary, are more succesful in school.

Based on the definition above, it can be concluded that vocabulary is stock of words in a language in use by people to communicate with other people; it is also used by the people to express their feelings.

2.2.2Kind of Vocabulary

According to Harmer (1991:109) in the language test, there are two kinds of vocabularies, active vocabulary and passive vocabulary. To make clear the writer explains both of them as follows:

1. Active vocabular

The active vocabulary means the stock of word that a person actually uses in his own speech or writing. It is used in oral or written expression by the students.

1. Passive vocabulary

The passive vocabulary means the words that the students recognize and understand they occur in a context or students need someone to say something that help them recall the words meanings. The students usually find passive vocabulary in listening or reading materials. They will find the meaning of the word when the real the words in a text and will know the meaning of the unknown word, on the text.

Howard Jakson (2002:28) in Grammar and Vocabulary states no one persons knows anything like the one million words, not even, passively as vocabulary they might recognise in reading. Active vocabulary – the words that use in your own speech and writing. Passive vocabulary – the words that a recognise and can make sense of in tghe speech and writing of other people.

2.2.3 Types of vocabulary

Based on the source from (<http://en.wikipedia.org/wiki/Vocabulary>) at 07 mart states there are three types of vocabulary, that included:

### Speaking vocabulary

A person's speaking vocabulary is all the words he or she can use in [speech](http://en.wikipedia.org/wiki/Speech). Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misuse – though slight and unintentional – may be compensated by facial expressions, tone of voice, or hand [gestures](http://en.wikipedia.org/wiki/Gesture).

### Listening vocabulary

A person's [listening](http://en.wikipedia.org/wiki/Listening) vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

### Reading vocabulary

A literate person's [reading](http://en.wikipedia.org/wiki/Reading_%28process%29) vocabulary is all the words he or she can recognize when reading.

2.2.4Vocabulary Development

One research study found that a good vocabulary, more than any other factor, was common to people enjoying successful careers. This seaction will describe three ways of developing your word power: 1) regular reading 2). Vocabulary wordsheets, and 3). Vocabulary study books. However, that none of the approaches will help unless your truly decide that vocabulary development is an important goal. Based statement above to make clear this part there are same explenation about the vocabulary develompemnt:

1. Regular reading.
2. Vocabulary wordsheets.
3. Vocabulary study books. John langan (2006:521-524).

Besides that how they can increase their vocabulary knowledge, Jerry G. Gebhard (2000:211)states, there are a number of things teachers can have students do. First, as teachers, we can have students read extensively, as this is one way for students to acquire a larger reading vocabulary, especially if what they read is comprehensible to them and if they are good at guessing the meaning of word from the context.

Than, as teachers we can also teach students how to use a dictionary, with an emphasis on word study. If the teacher emphasizes the dictionary as a source of knowledge about words, and not necessarily as a productive way to increase reading comprehension and speed, dictionary study can be productive way for students to increase their words power.

Another way to have students work on their vocabulary development is to have them create their own dictionaries. Students generate ideas for the layout and content of dictionary, and these dictionaries can range from being simple to very elaborate.

2.3 The History of Mind Map

Mind Mapping is a form of visual thinking done by writing one's ideas down in the form of pictures or other graphical representation in order to get as clear a picture of the subject in question as possible.

Mind mapwas usedmorethan30 yearsnearly all the world. Theinventor is Tony Buzan, he isan expertin thematterof the brain. When Tony Buzanstill childhe likeswith therecordandwritingactivities. Adulthood, his mind situation is not good and he was hate whatever about study, especiallynotingthe lessons.Inthe first year ofcollege, tonystill struggling.later, he beganfascinatedby thememory systemdeveloped by theGreekpeople. memoriesof theGreeksystemis based onimaginationandassociation.

Tonyalsobegan to noticethat everyonearound himto makea notesimilar to the onehe hadmade​​, that is complicated, onlyinone color, andmonotonous. Tonybegin tostudy eachsubjectunder their control, especiallypsychology. performanceof psychology, hefound twoof the mostimportantthingthathappensin the brainduringlearning, associationandimagination. Hethenbegan focusingon memory, reading, how to read, and creativity, because it seems to be a third answer to the quest for this.Tony soon discovered that most of the great thinkers such as Leonardo da Vinci, using images, code, and the connecting lines in a note.

The concept originated in the 70s by Tony Buzan and has since developed as a powerful graphical technique, which is used by individuals worldwide in schools, universities and businesses.

As a seven-year-old Tony Buzan was puzzled by the differences in ability of his class-mates and after many years of research, questioning and exploring, he developed Mind Mapping, which was produced as a television series and book, 'Use Your Head', with the BBC in 1974. His work has since been published in over 100 countries and 30 languages in his quest of helping millions of people to use their brain more effectively to help improve memory, reading skills and become a genius in their own way.

In the year 2000, Tony Buzan described the start of the new century as the 'Millennium of the Mind' and the 'Century of the Brain' and he is now a world authority on the brain, memory, creativity and speed-reading. I hope this article will entice you to try your first Mind Map as I did 20 years ago.

These concepts are, along with mind maps, used for centuries now. It is evidently present in brainstorming, note taking, problem solving, memory, learning and visual thinking techniques used by psychologists, educators, engineers and other professions that need intensive thinking before conclusion prevails.

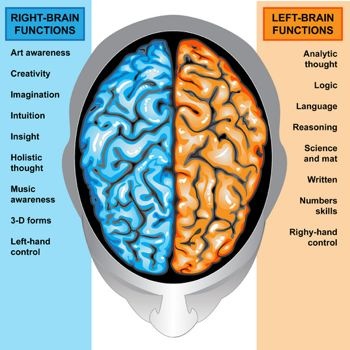
2**.**3.1 The Concept of Mind Mapping Technique

Buzan (1993:1) states that mind mapping is a powerful graphic technique, which provides a universal key to unlock the potential of brain. Mind mapping technique imitates the thinking process, namely possible us to move from one topic to another topics back and forth. Recording the information through symbols, pictures, emotional meaning and colours, exactly the same like our brains process it. A pattern which at least consists of picture, symbol and color that will not just help the students to understand the vocabulary knowledge but also makes the students feel good, enjoyable and attract their brain which at last lead them to have interest in mastery vocabulary knowledge.

The mind map not only used left brain side but also rigth brain. However, mind map appropiate with naturally work in brain because it make by using principles brain management. There are a areas of our brain:

Figure 2.1 part of our brain

(Addepted from : http://www.usingmindmaps.com/ mei 10.00)



The brain is divided physically into two hemispheres and are often termed the **'left brain' and the 'right brain'**.

* + 1. Definition of Mind Mapping Technique

The mind map is ideally suited to creative thinking because it utilizes all the skills commonly associated with creativity, especially imagination, association of ideas and flexibility.

Buzan (<http://www.usingmindmaps.com/what-is-a-mind-map.html>)states that a mind mapping is a powerful graphic technique which provides a universal key to unlock the potential of the brain. It is visual map of ideas, laid out in a radial format around a central thought and it involves a unique combination of imagery, colour and visual-spatial arrangement which is proven to significantly improve recall when compared to conventional methods of note-taking and learning by rote. It needs imagination and association to activate our brain in remembering something. Besides, mind mapping is one of techniques which can make the students more enjoyable and interesting in studying vocabulary.

The Mind Map is an expression of Radiant Thinking and is therefore a natural function of the human mind. It is a powerful graphic technique which provides a universal key to unlocking the potential of the brain. The Mind Map can be applied to every aspect of life where improved learning and clearer thinking will enhance human performance. The Mind Map has four essential characteristics:

* The subject of attention is crystallised in a central image.
* The main themes of the subject radiate from the central image on branches.
* Branches hold a key image/word printed on the associated line - details radiate out.
* The branches form a connected nodal structure.

According to Martin as translated into English (in Trianto, 2009:158) mind mapping is a concrete graphic illustration which indicates how a single concept related to other concept in the same categories. Mind mapping is a pattern which at least consists of picture, symbol and colour that will not just help the students to understand the vocabulary knowledge but also make the students feel good, enjoyable and attract their brain which at last leads them to have interest in mastery vocabulary knowledge.

* + 1. Parts of Mind Mapping Technique

There are some parts of mind mapping (Agus & Ratih, 2011:85-86) namely; (1) central image, (2) key word, (3) basic ordering ideas, (4) branches, (4) colour and (5) picture.

1. Central Image

A central image has to describe the main idea of a mind mapping and put it on the centre of the paper. It is for activate the students’ right brain, strengthen the students’ memory and make the learning activity enjoyable.

1. Key Word

A key word is a word that can lead a sentence or event. Identifying a familiar word in one’s own language or another language that sounds like the new word and using only one key word per line. It is as an urge to remember a lot of words for the students. It is strong noun or verb that creates image to trigger recall the memory.

1. Basic Ordering Ideas

Basic ordering ideas are the branches that collect sort information and it connected to the central topic that radiate out from the centre. Making basic ordering ideas which can direct our mind to make mind mapping and it need creativity that encourage the students to understand to the material. It is thick and thinner at the ends. It can be seen as headings for your topic and spread anywhere but do not become steep.

1. Branches

The branches should be curvy and in the same length as the words or pictures above it. These branches can be seen as sub headings. It is thinner branches and containing details.

1. Colour

Colour is a very good memory sign and it involves the right brain in learning for long term memory. Colours encourage creativity and help in memorization. Adding plenty of colours via branches, map background and images will add life to your mind map. It makes easier to comprehend and remember.

1. Picture

In mind mapping, pictures which can change or strengthen a key word that has been written before.

Figure 2.2 The example of mind mapping (Buzan’s Principles)



2.3.4The Criteria of Making Mind Mapping Technique

Based on Buzan (in Purwoko, 2005:49) states that the mind mapping uses colors and pictures to help constructing your imagination with your style in making mind mapping. Words or pictures which are in the curvy lines or branches will help the students’ memory to make associations.

Furthermore Buzan (in Musrofi, 2008:187-193) explains the steps below in how to make mind mapping, they are presented below:

1. Take a piece of white paper andit is in a landscape position.
2. Start by drawing a colored image in the centre of the paper and write the key word with capital letters.
3. Choose a color and draw the main themes of the mind mapping on the thick branches radiating out from the central image.
4. Add other main themes branches around the map.
5. Make thick and colorful branches spanning out from your mind map.
6. Write basic ideas about the key word and still use the capital letters.
7. Add an image to all the main branches to represent each key theme and also use images to visuals every important key word on your map.
8. Let your mind mapping be as imaginative as possible.
   * 1. The Theoretical Procedure of Teaching Vocabulary through Mind Mapping

In teaching mind mapping technique, Buzan (in Purwoko, 2005:15) gives some direction, it is as follows;

Step 1: Make a central image in the centre of the paper. Color and add something interesting.

Step 2: Draw some basic ordering ideas, spread out from the central image.

Step 3: Thinking of all something interesting as much as possible and funny for you and it can be connected with the central image to give you the inspiration.

Step 4: Add some branches to the basic ordering ideas using symbols, pictures, and colours much as possible.

Step 5: Thinking of the details which are interesting and it can encourage your curiousity. Add to your mind map.

Step 6 : Continue it until you have adequate information for your mind map.

* + 1. The Advantages of Using Mind Mapping Technique

1. Flexible

Explaining something can be easy without confusing in add the material based on the mind mapping. We can put the label and category of something based on our own opinion anywhere in the mind mapping.

1. Concentrate on the Topic

Getting the subtopics what we talk about with focus on the main ideas easily. Keep focus on the keyword can help us to make it simple and it does not waste the time.

1. Increasing Comprehension

Using mind mapping can make easy in understanding the material. Mind mapping is a simple think pattern so it is not make us confuse to understand what we have learned and easy to remember the material.

1. Enjoyable

Imagination and creativity are unlimited in using mind mapping, so it can be funnyto learn. By using pictures and colours, it makes the brain enjoy and excited in thinking something what we want about the material.

The mind map is ideally suited to creative thinking because it utilizes all the skills commonly associated with creativity, especially imagination, association of odeas and flexibility.

Mind map also combine notes taken from the external environment ( lectures, books, journals, and the media) with notes made from internal environment (decision-making, analysis, and creative thought). In the map book the mind, tony buzan states, there are some aims of creative mind map and creative thinking or brainstorming mind map have a great many objectives. The major ones are:

1. To explore all the creative possibilities of a given subject.
2. To clear the mind of previous assumptions about the subject, thus providing space for new creative thought.
3. To generate ideas that result in specific action being taken, or physical reality being created or changed.
4. To encourage more consistent creative thinking.
5. To create new conceptual frameworks within which previous ideas can be reorganized.
6. To capture and develop “flashes” of insight when they occur.
7. To plan creatively.

Moreover the mind map has much positive effect in our life. Mind map can used to psychologists, educators, engineers and other professions. Because the mind map as mnemonics and to manage our brain more creative, so it will work and learn to more effective.

* 1. Assessment in Vocabulary

Language testing involves the assessment of some or all aspects of the language ability of individuals in some context (not necessarily that of a language class) and for some set of purpose not necessarily common to all parties). Testing is sometimes used almosth interchangeably with ‘assessment’ and in this spirit is taken here as a broad cover term for both formal and informal assessment procedures.

Vocabulary, grammar and pronunciation is aspects of knowledge of the language system. According to Read (1997) in the language testing and evaluation states, in focusing on vocabulary testing, his identifies three main issues for discussion:

* The role of context (and a prevailing view that favours whole test related to discourse tasks)
* Whether there is still a place for vocabulary test as such
* What theoretical construct underlies any kind of vocabulary testing. Allison (1999:132).

In vocabulary testing is that we are assessing knowledge of words. There are many ways to assess vocabulary, so it should match the level of proficiency of the students and the purpose of testing with the format, content and method of assessment. Therefore, it is important to consider what technique are capable of assessing with the vocabulary we given to the students.

According to Heaton (1988: 51-63), the range of technique that are now being employed in testing of vocabulary:

A variety of question are used, chosen from the following types:

Multiple-choice, Matching, and Completion. The first task for the writer of a vocabulary test is to determine the degree to which her or she wishes to concentrate on testing the students’ active or passive vocabulary.

In relation with assessing for mind map technique in this thesis, the researcher didn’t use all variety of question, but only take (1) Completion and (2) Matching.

* + 1. Multiple – Choice

Many multiple-choice vocabulary test items of the type being dealt with in this section rely on the context itself to provide grammatical clues which automatically rule out at least one of the options.

Multiple-choice question usually using four option answering. Some option of answering usually use to distraction answering. Students can learn how to answer multiple-choice question by eliminating improbable option or by various forms of logical analysis of the structure of the questions.

* + 1. Completion

Complication items can be used for the testing vocabulary. Test which present such items in a context are generally preferable to those which rely on single words or on definitions.

* + 1. Matching

In this test the students match the word that chosen with a group of words or meaning clearly.

In plain words, a test is a method of measuring person’s ability or knowledge in a given domain. It is a set of technique, procedures and items that consitute an instruments of some sort that requires performance or activity on the part of the test taken. However the fuction of the test there are:

1. A test measures a person’s ability or knowledge
2. A test is also being measured in a test is ability or competence
3. A test measures a given domain.