A SOCIOLINGUISTIC ANALYSIS OF LANGUAGE ACQUISITION USING MIND MAPPING METHOD BY TONY BUZAN ON ELEMENTARY SCHOOL STUDENTS

Case Study at Bimbel SMART Indonesia

Presented as a partial fulfilment of the requirement for the Undergraduate Program

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FINAL PROJECT APPROVAL

Title of the Thesis : A Sociolinguistics Analysis of Language Acquisition Using Mind Mapping Method by Tony Buzan on Elementary Students

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RECOMMENDATION FOR THE ELIGIBITY

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STATEMENT OF AUTENCHICITY

I honestly declare that this thesis is my own writing, and it is true that I do not take any scholarly ideas or work from others. Those all cited works are quoted in accordance with the ethical code of academic writing.

Tangerang, July, 28th 2021

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Best Regards,

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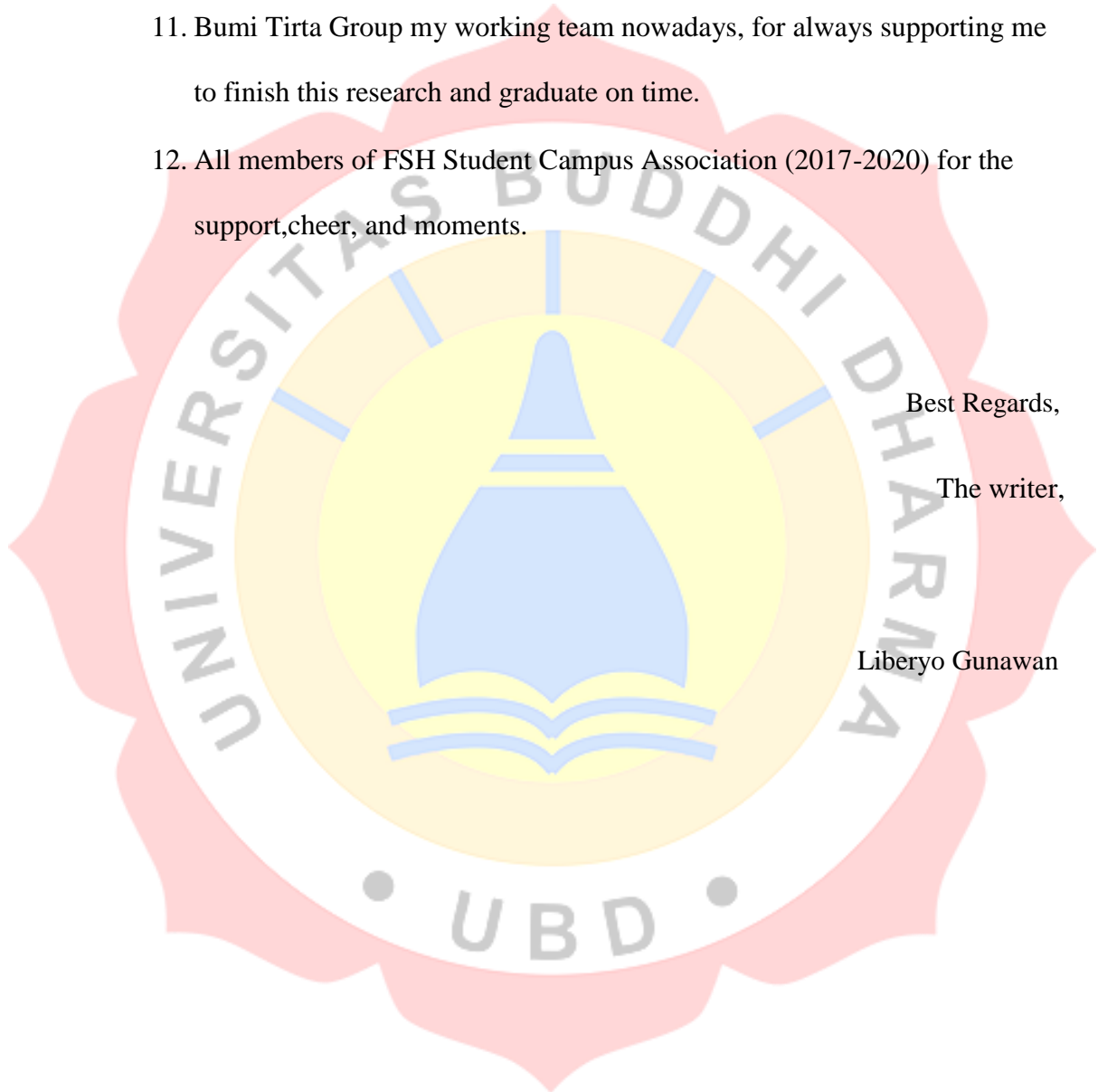
ABSTRACT

Nowadays, the improvement of learning method in language study has made students improve in school. By using the new method, students in school can easily understand the material which is delivering by teacher. There are many problems using conventional method which are come from the student, the material, and also the method itself. According to Wardhaugh, the concept of Sociolinguistics can be used as a way to using the language in the society. Hence, the purpose of this thesis is to analyze the effect of mind mapping method by Tony Buzan to improve the students language acquisition through the Sociolinguistics theory of Wardhaugh. The goal is the researcher wants to find out the differences result while student used Mind Mapping method. In doing the analysis, the writer uses qualitative and quantitative methodology which are filled with words and numbers for the final result scores.The researcher collect the data from 30 respondents and using the mind mapping method on them. The data of this research are taken from the students' scores in Bimbel SMART English Class. The result of the analysis shows that there are 9 data that can be found in the class, and there are some improvement score from the students of the class.

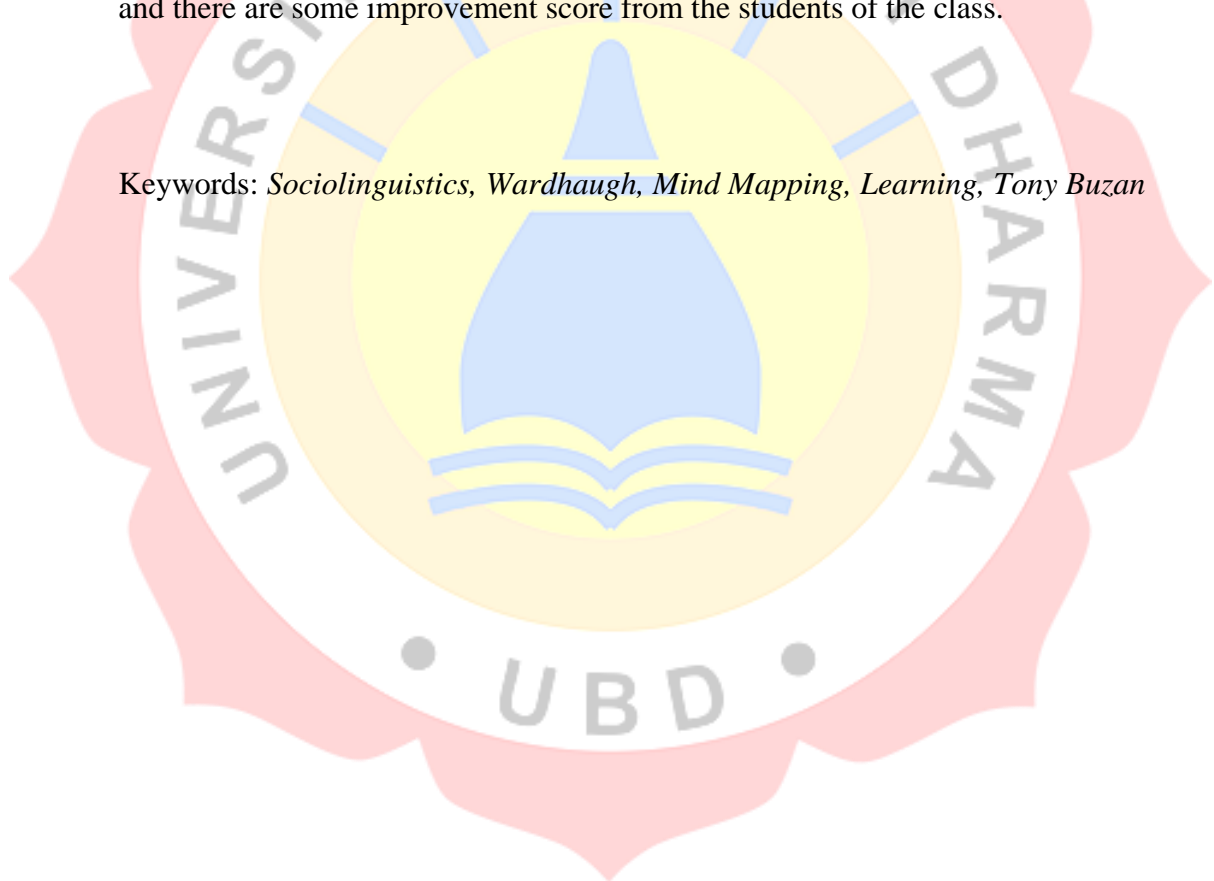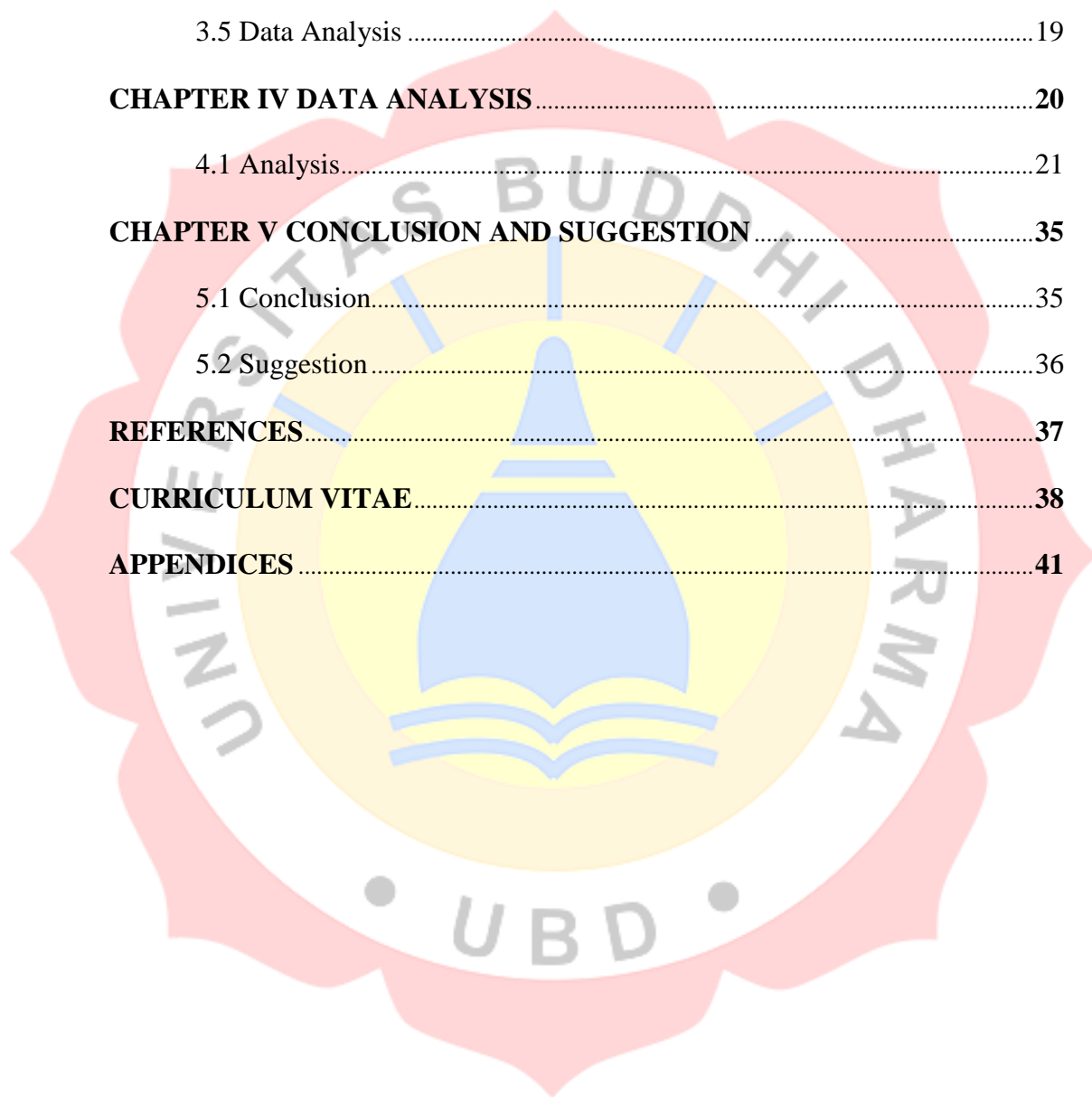Keywords: *Sociolinguistics, Wardhaugh, Mind Mapping, Learning, Tony Buzan*
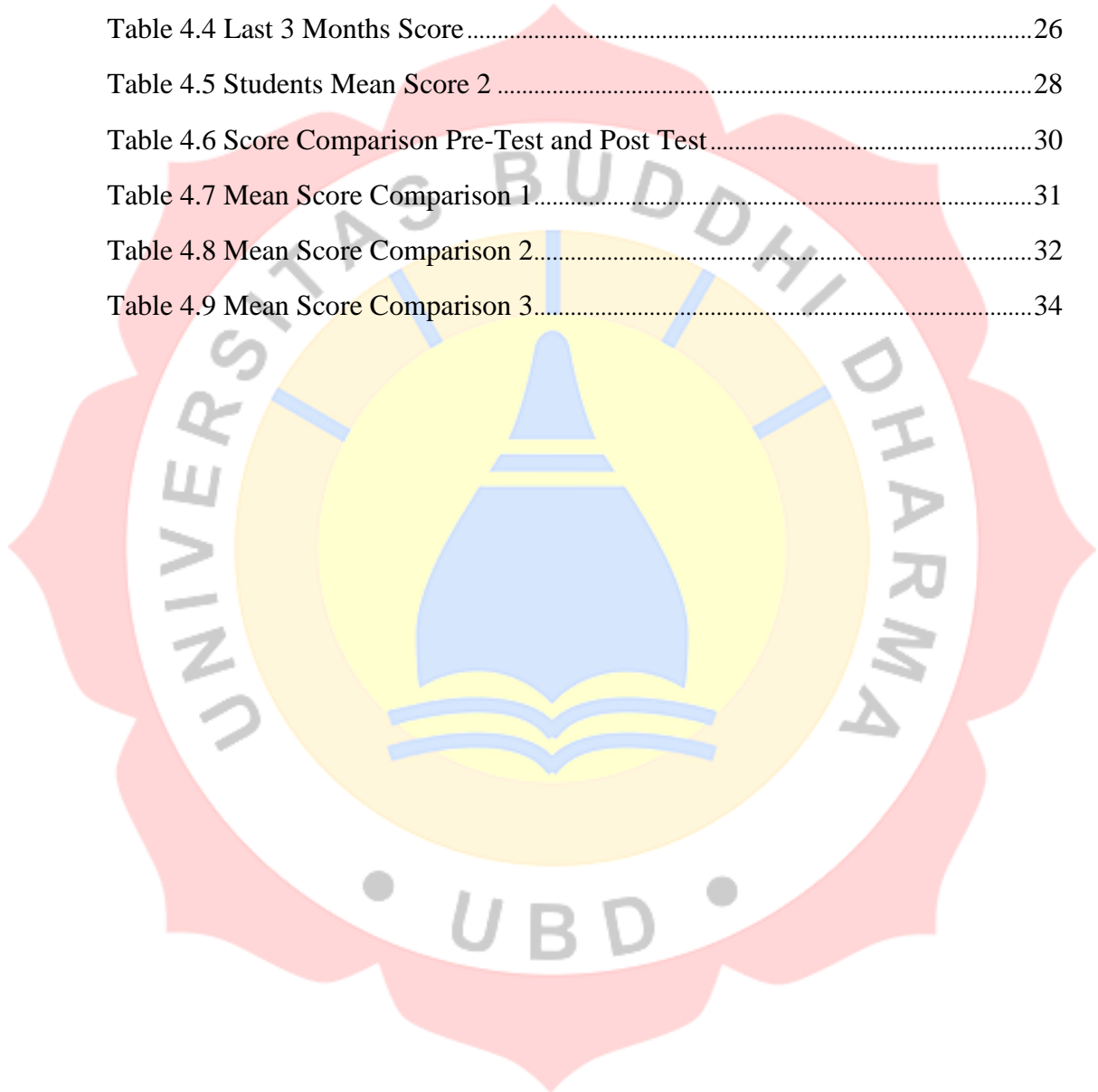
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CHAPTER I

INTRODUCTION

1.1 Background of the Study

. English is the most important language in the world. Many big countries use English for their national language. Besides, all commonwealth countries use English for their second language. English used as formal language in United Nation. That's why English influenced in global situation. Crystal (in McKey.2000: 7) said that English is rapidly assuming the role of a world language, and no other language has spread around the globe so extensively, making English a truly international language. In Indonesia, students learn English from an early age. From kindergarten, many parents want their children learn about English and also can use it for daily or at school.

Indonesian government decided English language as a compulsory subject in formal school. Since 1994, English has been decided as one of local-content subject at the elementary school in the fourth, fifth and sixth year. In line with GBPP (Garis- Garis Besar Pedoman Pengajaran/ The General Instruction of Teaching), the teaching-learning process of English language concentrates on the four skills, that are; listening, speaking, reading, and writing.

Study English in elementary and junior high school is an important thing nowadays. Many school have many methods to teach English to their students. A few of student's parents care about this subject, but a few more don't care about it. Teenagers have interest about English because of films or songs in

English. Many students have their own way to study. Students can choose a technique for their way to study.

A technique is a method that is used during the learning process. One technique that has proven and is capable of optimizing learning outcomes is the mapping technique called mind map (Mind Mapping). Edward (2009: 64) said mind mapping is the most effective and efficient way to enter, store and retrieve data from or to the brain. Mind Mapping is a way of noting the subject matter that allows students to learn writing.

The technique popularized by Buzan is an effective learning method using mapping to write the idea or the material by drawing to make it simple. Mind Mapping is to write the main theme as a center point and to make branches of each theme. That means the focus of learning is directed at the main theme in the center, the finer points of the theme that is being studied, the development of each of these important points and find the relationship between any points.

From observation by the researcher at Bimbel SMART Tangerang and Jaya Manggala School, the lecturers and teachers had not used the technique of Mind Mapping in learning. The lecturer basically give the material through textbooks or manuals. Therefore, the student experience is limited for students. The ordinary technique was not attractive to make creativity and interest for study.

The observation takes place on Bimbel SMART, Tangerang. They used another subject like Mathematics, Science, etc. Their students have more interactive with the subject because there are more colour (from the branch of

mind mapping) and also more picture with fewer words that textbooks or manuals.

These factors encouraged the researcher conducted research on this chase. The researcher wanted to know how effective Mind Mapping method in teaching at Elementary, Junior and Senior High school, and University. The result of this study is expected to prove that Mind Mapping method can be proper in teaching in school and university.

1.2   Statement of the Problem

Some factors such as teachers, students, learning material, and the technique are affecting teaching and learning progress in classroom. According to observation at Bimbel SMART Indonesia, there were some problems on teaching and learning progress.

The first problem is coming from the students. The students have some problem to understand the material because of the conventional methods. They're not confident about the material because they didn't get it before in their real life. The ordinary method made them feel bored and sleepy in class. There's too many words without picture and interesting colour. This problem conclude by the researcher and the last research.

The second problem is from the material. The material only used from school's book as reference. Even though the teacher explained good at material, the students didn't contribute to be a part in this learning.

The third problem is the method. The method at Bimbel SMART were ordinary method. It just like story telling about that book. It can be applied by mini games, mind mapping, or movies, but there's no teacher just used one of them.

1.3   Research Question

According to the problem mentioned, researcher would like to propose research questions shown as follows; What are the study result of the students used conventional method and Mind Mapping method at Bimbel SMART?

1.4   Goal and Function

In this study, the researcher has his goal and function as follows:

1.4.1   Goal

The goals of this research are to find out the differences result while student used conventional method and Mind Mapping method and also the factor that can change their result when using Mind Mapping method at Bimbel SMART.

1.4.2   Functions

1.   Giving references for the future research in analyzing sociolinguistics and language acquisition based on Wardaugh's theory.

2.   For the students of English Department this research can help to encourage them to do more research about Wardaugh's theory and also Mind Mapping for language acquisition.

3.   For general readers is to enrich the knowledge of the Mind Mapping method to learn a new language especially English, and also know how to improve student's acquisition language.

1.5   Scope and Limitation of the Study

The scope of this study is linguistics study on sociolinguistics studies.The researcher limit the theory of sociolinguistic only on Wardaugh (2006) theory. This research identifying about effect using Mind Mapping to language acquisition. The researcher uses the students in school and course by using Mind Mapping method by Tony Buzan.

The limitation of this study is only focus on Wardaugh (2006). The researcher only research about before-after effect of using Mind Mapping in language learning.

1.6   Conceptual Frame work
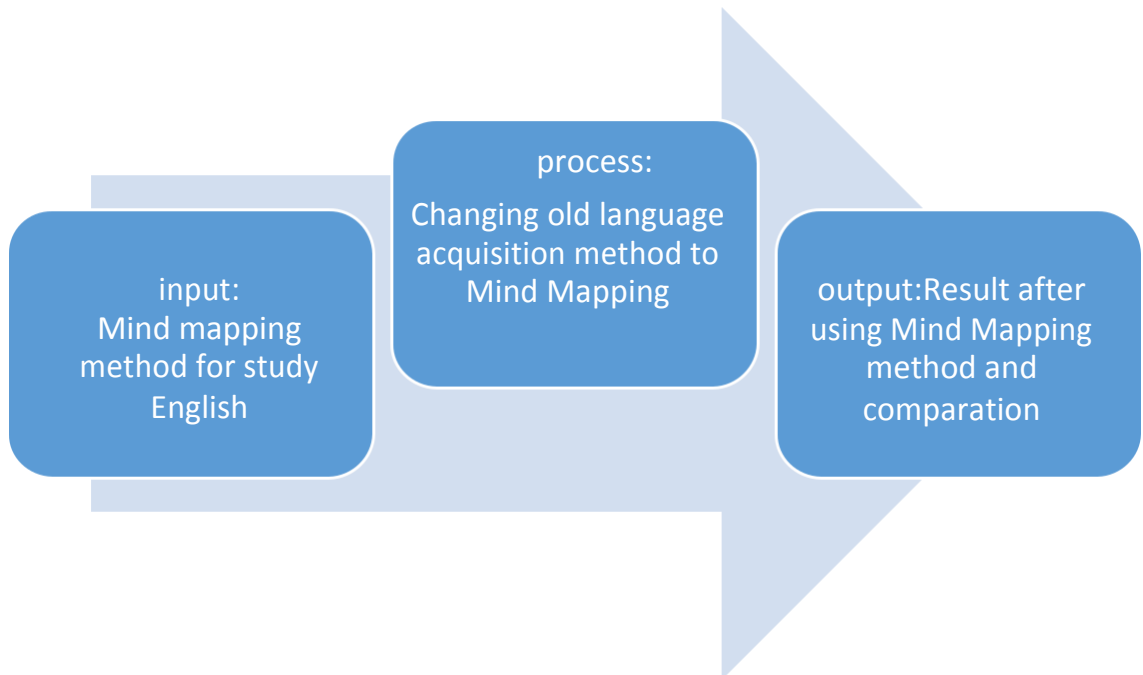
Figure 1. Conceptual Framework

The conceptual framework of this research is as follows :

First, the researcher will introduce about Mind Mapping method to the students. Second, he will starts changing the old method with Mind Mapping method. Third, he will examine the data by employing the sociolinguistic theory of Wardaugh. Finally, the researcher will find the results, which consist of the result of the using of Mind Mapping to student's language acquisition.

CHAPTER II

THEORITICAL BACKGROUND

2.1 Review of the Previous Studies

There are a lot of studies about Sociolinguistics and learning process. The researcher found study by Ari Kurnia Wijaya (2016). The title is *"The Effect of Using Mind Mapping on the Writing Comprehension Ability of the Tenth Grade Students at SMA Tiga Maret Yogyakarta in the Academic Year of 2014/2015"*. The researcher focused on writing comprehension ability improvement by using mind mapping method on senior high school students. The result of his study was there is no significant improvement after the class using mind mapping method. The method is not effective to be used in teaching writing for senior high school students.

Another is study by Indah Nurliana (2017). The title is *"A Sociolinguistics Analysis of Code Mixing Between English and Indonesian Used by the Students in Bilingual Program"*. This researcher using code mixing method to know about sociolinguistics (in language acquisition) on bilingual program. The result of her study was there are six levels of billingual program clasification. The researcher found the reason using code mixing on learning bilingual program is because of they have less vocabulary.

The third is study by Rossi Dewi Riana (2018). The title is *"The Sociolinguistics Study on the Use of Code Mixing in Instagram by the Students of English Education Department at IAIN Salatiga"*. This researcher using code mixing in Instagram about language using in Instagram post. This researcher

using theory from Fishman and Wardaugh. The result was the researcher found the reason if using code mixing in the Instagram. The reasons are the Instagram users want the followers to understand the caption, be more up to date, want to be familiar, learn English 72 word, in the same social level with friends, the followers will be known about foreign language, and follow the friends.

In this research, researcher find out the difference in learning by using mind mapping on elementary and junior high school. The researcher want to know about ability improvement of the student with different background. This research using theory from Wardaugh to know about relation of society and learning in school. The differences of this research and previous study are the result of this research not only score of the students, but with a report of their attitude and using English in their school and daily, in this research also take place at a course named Bimbel SMART Indonesia, that means there are many students from different school.

2.2 Linguistics

According to Chomsky (1965: 3-4) Linguistic theory is concerned primarily with an ideal speaker-listener, in a completely homogeneous speech-sommunity, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance. This seems to me to have been the position of the fouonders of modern general linguistics, and no cogent reason

for modifying it has been offered. To study actual linguistic performance, we must consider the interaction of a variety of factors, of which the underlying competence of the speaker-hearer in only one. In this respect, study of language is no different from empirical investigation of other complex phenomena.

2.2.1 Sociolinguistics

Sociolinguistics is a combination between sociology and linguistics. Suhardi (1995: 2) states that :

> Sociolinguistics is an interdisciplinary sciences, the term itself indicates that the sociolinguistic consist of sociology and linguistics. In sociolinguistics, said sociology is a branch of science that studies the structure of the embodiment of society as a whole. While linguistics is a science that involves himself with the language, the language and its structure can only thrive in a given society.

Same as Suhardi's opinion about Sociolinguistics, Rokhman (2013:1) states that: Sociolinguistics is an interdisciplinary science between sociology and linguistics, two areas of empirical science which has closely linked. Sociology is the study was objective and scientific about the people in society. Linguistics as the study of the language and take it as an object of study. Thus, it can easily be said that sociolinguistics is the interdisciplinary science that studies the language in relation to the use of language in society.

According to Wardaugh (2006 : 13) sociolinguistics is concerned with investigating the relationships between language and society with the goal of a better understanding of the structure of language and how language functions in communication.

Another definition stated by Holmes (2004:1) sociolinguistic is study about relationship between language and its function when we used it, the difference what people say something and identify social function of language and the way is used to express social meaning, when people using language, they do more to get another person to understand the speaker's meaning.

Fishman (1972:7) defines sociolinguistics is the study of the characterisctics of language varieties, the characteristics of its functions, and their speakers.

Then, Spolsky (1998:3) defines a sociolinguistics is a study about correlation between language and society, between use of language and social structure.

Trudgill cited in Jendra (2012: 10) mentions that sociolinguistics is that part of linguistics which is concerned with language as a social and cultural phenomenon. Chaika (1982: 2) states that sociolinguistic is the study of the ways people use language in social interaction of all kinds. Then, Fasold (1990: 1) defines sociolinguistics is a science that combines linguistic and societal concern in varying degrees. The similar definition is stated by Hymes (1989:1), he emphasizes the definition in relationship between language and society, he states that sociolinguistics is correlations between languages and society, and between particular linguistics and social phenomena.

Another definition is stated by Ager (1990: 3) who defines that sociolinguistics is mainly concerned with systematic measurable linguistic variation and its relationship to social group. Similar with ager‟s statement, Chaklader (1990: 1) defines a sociolinguistics concentrates its study upon the society patterned variation in language usage.

Then, Lubis (1994: 131) states that sociolinguistics is the branch of linguistics that studies about the relationship and interplay between language and the user or speakers. The similar definition is stated by Halliday in Giyoto (2013: 7) that sociolinguistics deals with language linkage with the people who use that language. The similar definition is stated by Suwito (1983:2) sociolinguistics puts language position in relation to its use in society. Moreover Hudson (1996: 5) states that sociolinguistics study is the study of society in relation to language. The last, Holmes (1992: 2) defines sociolinguistic is concerned with the relationship between language and the context in which is used. According at those statements, it can be concluded that sociolinguistics notice the social function of the language in relation to its user.

2.3 Mind Mapping

a. Definition of Mind Mapping

Mind mapping technique is invented by Tony Buzan. According to Buzan (2009:2), Mind Mapping is based on how brain stores information. A coherent research explain that brain is a collection of nerve cell branches that can store information that is very much. The brain has the ability to store information that is very much from word to word even columns. To recall

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rapidly, the brain needs a way so that the parts that have been saved can be expressed back into diverse forms.

According to Buzan (2009 :12) defines Mind Mapping is a storage system, withdrawal data, and exceptional access to giant library, that is in amazing brain, because Mind Mapping helps compile and store as much information as desired, and group with a natural way.

Mind Mapping is a visual record which helps a person to recognize words or ideas, usually with collors and symbols. It generally takes a hierarchical or tree branch format, with branching into their main ideas. Mind Mapping makes greater creativity when recording ideas and information into the visual representation. Mind Mapping has the method to facilitate someone to write and recall information that has been stored. It is an ffort to develop the activity of thinking in all directions, capturing thoughts in different angles and develop divergent thinking and creative thinking.

Mind Mapping Helps to concentrate (focus attention) Increase visual intelligence and observation skills, train thinking skills critical and communicative, Train initiative and curiosity, Improve speed of thinking and independently, training coordination of hand and eye movements, Keeps focused on the main idea and additional ideas.

The Mind Map technique can be used to organize the ideas that appear in the brain. The process of drawing a diagram can bring up other ideas. A diagram that has been formed can be a guide for writing. Starting from the middle of a blank paper whose long side is laid flat. Because starting in the

middle gives the brain freedom to spread in all directions and to express itself more freely and naturally.

Mind Mapping has many advantages over linear recording forms. The advantages of Mind Mapping (2009: 106) described are as follows.

a). The main idea of the center section is more clearly defined.

b). The relative importance of each idea is clearly indicated.

c).The relationship between key concepts will immediately be recognized because of the proximity and relationship.

d). As a result of the above advantages, memory and review both will be more effective and faster.

e). The nature of the structure that allows the addition of new information easily without graffiti and tuck in profanity, f). Each different map will help to remember,

g). In the manufacture of a more creative note, as in the preparation of essay writing, and so on, the open nature of the map would make the brain is able to create a new relationship much easier.

b. How to Make the Mind Mapping

The students need some tools before they making Mind Mapping, such as blank paper , pens or pencil , and colored pencils or colored marker, and imagination. Buzan (2008: 21-23), suggests there are seven steps to make Mind Mapping. Seven steps are as follows.

1) Putting the main idea in the center

Place the main idea or topic in the middle of a blank paper to give maximum space for other ideas arround the center of paper. It gives freedom to expand the ideas to any direction which is a perfect example of radiant thinking in action.

2) Using a picture or photo for the central idea

Picture makes imagination and memory more stronger than using text only for the center.

3) Using color

Colors on mind mapping are not only to engage the right brain active, but also to help the grouping information.

4) Connecting main branches to the center picture and connect the second and third branches to the first and second.

Try to connect the main branch to the central image and the second and third branches to the first and second, and so on, because the brain works according to the association. The human brain likes to connect two or more things at the same time. Connections between branches are easier to understand and remember with.

5) Making a curve line connector, not a straight line.

Draw a curve line connector to make it more interactive and interesting.

6) Using one key word for each line.

A single keyword provides more power and flexibility for mind mapping. Try to using only a single keyword to help you remember the material easier.

7) Using pictures.

An image has multiple meanings because it can replace keywords or
simply reinforce previously typed keywords.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Approach

There are three types of research approach that can be used in doing research, qualitative research, quantitative research and mixed method research. In this research, the researcher uses a qualitative approach. This approach related to the data which are words, sentences, and also pictures. According to (Creswell, 2014), qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher using this approach to explain the effect before and after the research against the object. The researcher choose this method because the researcher needs to know the graphic of the object's score before and after the research. It must be reported as a theoritical about the effect and how can it be done.

In qualitative approach, the researcher tries to learn the background of participants and their experience with the focus of the study. Researchers collect words instead of numbers (such as an interview for participant's experience after using Mind Mapping) and also their Mind Mapping result. According to the explanation above, the researcher focuses on qualitative approach or this research. In this research, the researcher has collected data by analyzing student's ability before (with their score) the program of mind mapping, the progress of their study with using mind mapping, and their score after using mind mapping method for study language.

3.2 Data Types

Data can be defined into ; qualitative data and quantitative data, that Quantitative data are "anything that can be count and show as a number, or quantified." Examples of quantitative data are scores on final exam or test, weight and height of a subject. These data may be represented by ordinal, interval or ratio scales and lend themselves to most statistical manipulation. Then, Qualitative data cannot be showed as a number. Data that represent nominal scales such as gender, experience, religious preference are usually considered to be qualitative data.

In this research, the effect of using Mind Mapping for student's language acquisition can be seen from the increase in student's interest in language. Score of the students can also be a reference to the after effect of Mind Mapping. As the object, the learning process using Mind Mapping shows student's interest, imagination, and creativity.

3.3 Data Sources

Collecting the data can be obtained by two methods : primary data and secondary data. According to Khotari, (1990), Primary data are those which are collected fresh and for the first time, and thus happend to be original in character, where the researcher collects the data through experiments, survey, observation,and interviews. While the secondary data are those which have already been collected by someone else and which have already been passed through the statistical process. The secondary data can be found in any sources depends on

the topic that is being conducted. Websites, journals, books, public records, and so on are some examples of secondary data.

The data in this study uses primary data as the data sources. The researcher takes the object from the researcher student's score at Bimbel SMART. There are also some additional information which are collected from the researcher's students score. Moreover, this data are not new data but being obtained from another sources.

The researcher takes from the researcher class in 2019. There are 30 students in the class. The students are the new students who take English class in Bimbel SMART. They study at Bimbel SMART for their primary lesson (TEMATIK) but didn't get the English class. The students are from first until sixth grade in elementary school. The researcher differenciate them into 3 groups that are first - second grade, third - fourth grade, and last fifth - sixth grade.

3.4 Data Collection Method

Researcher uses primary data as the object of this paper. The data is taken from researcher students on Bimbel SMART score data which has been collected by the researcher. These are the steps that the researcher used for collecting data :

1.   The reseacher collects the data from the researcher students score data

2.   The researcher analyze the score before the student using Mind Mapping by their school.

3.   After analyzing the data, the researcher identifies the effect of learning process using Mind Mapping to the students personality and also score.

3.5 Data Analysis

The data which have been collected then being analyzed through sociolinguistic theory of Wardhaugh (2006). Here are the steps that the researcher do while examining the data:

1. The researcher analyzes the student's interest of language

2. The researcher analyzes before and after effect using Mind Mapping method through their score in every month test and mean score