

CHAPTER I

INTRODUCTION

This chapter presents some aspects of the following topic. They are the background of the research, research problems, objective of the research, significant of the research, scope and limitation and the definition of the key terms

A. Background of The Research

Vocabulary is the one of components in English. It is the important aspect in learning English as a foreign language in our country. Besides that, vocabulary has important role in communication. The word means vocabulary; therefore people use some vocabulary to communicate with other people. Communication means asking something each other, asking for help, for apologize, say thanks, say hello and there are the other use that we can express by using communication. As a mankind that actually need another in life, people should mastery vocabulary well. They will feel difficult to communicate with other and cannot explain everything as well as possible when they have only less about vocabulary. Thus, this will be very important at least in understanding the meaning of what other want to say to us.

Vocabulary grows and changes. Thornbury (2002:13) wrote that “Mastering vocabulary is a people’s necessity to understand a reading material, conversation, or article in English. The less of vocabulary mastery, nothing can be conveyed”. Other people may still understand ungrammatical sentence that usually produced by people in order to expressing their idea. However, in some cases people may still

also understand what actually other means by having knowledge about vocabulary. As example, by having a few vocabulary knowledge, when I went to Bali, I could still manage the conversation with Americans or tourist that use English.

In addition, vocabulary is the basic of language components that need to be mastered for the students that are learning English. Then, without having enough vocabulary, the students will have some difficulties to know the meaning of what they listen and read as well as to express their aim in communication (Cahyono and Kusumaningrum, 2011: 127). Actually, not only this component should be learnt by the students as English is foreign language, there are some also compenent to be learnt. However, vocabulary is also the important component for the students because it will influence other skills in English. Students should understand at least some words to begin the other components such as reading, speaking, listening and writing skill.

Someone should have and understand many vocabularies to string up the sentence. The sentences that is usually called as language to communicate. According Oxford Dictionary (2003:482) vocabulary is all the words in a language. When people build sentences, they should use some of words. Only a sentence needs some of words, therefore people should enrich our vocabulary mastery then they can communicate with another fluently. In our life as social society, having more coversation each other is really needed. People can speak fluently with another that may be not only that has the same laguage like them, they may come from abroad. Thus, beside understanding what another says, they could also get many vocabularies to be memorize. In the end, people can also directly talk and study from them.

In learning foreign language especially in learning English, the role of vocabulary is totally considered. Having enough vocabulary for the students will be good for them. They may not be confused to convey another people what they are actually talking about . Students sometimes have a problem by the teacher explanation, moreover when they are taught by conventional method like just following the instruction from the book. This situation usually makes students feel bored in learning. One way to make students enthusiasm in learning language is appropriate technique or strategy that is used by their teacher. The strategy is based on some factors such as students's need, classroom atmosphere means the class is comfy to do studying or not and there are some reason that is usually got when the teacher is teaching in the class. Conventional method is only focus on a book direction. Students will have less interests if the teacher could not build the life learning process and just follow that instruction. Teacher should be able to solve those problems when they are in teaching and learning process.

Completely, studying vocabulary is really needed. The core of the language that should be learnt and taught. It is going to be hard to master the language without mastering or understanding a certain number of vocabularies. Vocabulary is the first step to be taught before teaching other aspect of language. As explained by Richards and Renandya (2002: 255), "Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write". It means that by having a high or more vocabulary mastery, it can help the students learn other basic skills of English such as speaking, listening, reading, writing in certain purposes.

The students at junior high school in our country are still at beginner level in learning English, thus they have to learn more vocabulary first, before they start to learn the other aspect of communication. Then, they can use this language to communicate. As the explanation before, by only understanding and memorizing some vocabulary, people can understand and get the meaning of what another says and also can answer or reply it even only with some words. The students at the junior high school level have begun to study English as a foreign language. SMPN 1 Kalidawir is one of the junior high school which has started to introduce English to their students from the seventh until nine grades.

In learning English as the foreign language, there are some difficulties that is usually faced by the students. Generally, especially in the country that is considered English as foreign language, students get so much difficulties in mastering vocabulary. They get difficulties in memorizing, understanding the meaning and spelling and pronouncing words correctly. Understanding the meaning will be easy when they are taught by the treatment accurately and also a good way to directly practice what the word means. Then, pronouncing the words correctly is an important part in teaching vocabulary because incorrect pronunciation will influence the meaning of the words. Moreover, by pronouncing the words correctly, it can help the students remember the word longer and easy to identify the words when they hear or see it. Introducing new words, the teacher should pronounce every new word carefully and correctly, and repeat it. In fact, the students still get difficulties in pronouncing the words correctly and difficulties to remembering.

According to Carten (2007:21) learning vocabulary is all about remembering, and necessary for students to see, say, and write newly learned words

many times before they can be said to have learned them. Various ways in learning vocabulary have been suggested by some researchers. Some of them suggest when students learn English word, they should also know how to translate, it means they are learning vocabulary and they directly studying the meaning from what other say when they say the word in other language. Although most agree that repetition is an important aid in learning vocabulary, this is more effective than just seeing a word over and over.

To improve vocabulary mastery, there are some ways like using media, techniques and strategies. There are many of them that can be applied in teaching vocabulary. In this case the researcher uses a strategy to improve student's vocabulary mastery. The strategy is List-Group-Label (LGL), starting from a student's brainstorming and categorizing activity that provides students with the opportunity to think about, discuss, categorize, and label words related to a central concept it is called LGL. Students generate in the process of this activity, it can give as an excellent assessment tool for teachers in determining the degree of background knowledge students bring to the study (Allen:2007:69). LGL is designed to help students connect to their prior knowledge. Prior knowledge is the learner already has before the meet new information. LGL was designed to help teachers activate student's schema by regarding to a particular concept, to improve existing vocabulary, to organize verbal concepts, and to remember new vocabulary. The researcher wants to explore more how the use of LGL strategy to improve student's vocabulary mastery at junior high school in learning English especially in reading comprehension.

Keeping students active in learning various vocabulary, the instructions could provide students with a sense of comfort. They will begin to manipulate, research, and express the words more in their speaking and writing vocabulary. The teacher need strategies that can be used to motivate students, to explore and increase their vocabulary knowledge. Teacher should have various strategies to engage students in the learning process. Then, they also should build the life, colorful learning class. Therefore students will feel fun and interesting in learning vocabulay. Those conditions may also influence other compenent, thus learning English will quiet fun, understandable and unforgettable.

In this study, the researcher applies List-Group-Label as the strategy to facilitate the vocabulary learning easily. Some previous study show that this strategy is quiet good in improving students' learning vocabulary. The first, that is from Rina Ardiyanti (2015) conducted a research entitled The Use Of List-Group-Label (LGL) Strategy in Developing Students' academic Vocabulary Mastery (Quasi Experimental Research at Eleventh Grade of SMA Negeri 1 Pati in the Academic Year of 2015/2016). Rina Ardiyanti that conducted the research at the eleventh grades of SMA Negeri 1 Pati in the academic year 2016/2017 which stated that there were a positive effects toward students' learning vocabulary that was shown by a significant difference of students' learning vocabulary before and after the implementation of List-Group-Label strategy. The research design conducted by Rina Ardiyanti was using quasi experimental design that focused on Report text.

In addition, The research from from Hanik Kurnia Sari(2017) conducted a research entitled The Effectiveness of Using List-Group-Label strategy of Teaching Vocabulary for Seventh Graders at MTs N 1 Blitar. She stated that there

were a significant difference in the students' achievement of academic vocabulary mastery between the experimental and the control groups after they got the treatment. In addition, the percentage of the student's improvement in mastering academic vocabulary has been determined which suggested that List-Group-Label strategy was effective strategy which contributed to the student's academic vocabulary mastery. The treatment which was given to the experimental group affects the student's academic vocabulary mastery. It can be applied easily in the teaching and learning process and make the students participate in the learning activities actively. Although the implementation of List-Group-Label (LGL) strategy took time for both the teacher and the students, it could give beneficial for the students. It could develop their academic vocabulary knowledge by listing, grouping, labelling the unfamiliar words, and getting the feedback from the teacher and the other students.

Based on the description above, the researcher is interested in making SMPN 1 Kalidawir as research object with the title "The Effectiveness of Using List-Group-Label Strategy toward Seventh Grade Student's Vocabulary Mastery at SMPN 1 Kalidawir ". The researcher examines how different in English language skills especially in vocabulary before taught by using list group label strategy and after taught by using list group label strategy. Realizing that the ability to have more vocabulary in a country using English as foreign language is very important, researcher also wants to know the significant differences between class groups that are taught by using List-Group-Label strategy (experiment group) and class groups that are taught by conventional method (control group). The results of this research

are expected to be used as feedback in the process of learning English in school especially in junior high school.

B. Research Problems

Based on the background of the study the research problems are formulated as following: Is List-Group-Label strategy effective in teaching vocabulary at the seventh grades students at SMPN 1 Kalidawir?

C. Objectives of The Research

Based on the statement of the research problem above, the objective of this present research are: To find out whether there is or not any significant difference in student's achievement between the students that are taught by using List-Group-Label (LGL) strategy and those are not taught by using List-Group-Label in developing their vocabulary mastery.

D. Research Hypothesis

Hypothesis is not the final answer the researcher have to conduct the research first empirically. Hypothesis in this research are:

➤ Null hypothesis (H₀):

There is no significant difference score in vocabulary of the students that are taught by using List-Group-Label strategy and those are taught by using conventional method at the seventh grades students at SMPN 1 Kalidawir.

➤ Alternative hypothesis (H_a):

There is significant difference score in vocabulary of the students that are taught by using List-Group-Label strategy and those are taught by using conventional method at the seventh grades students at SMPN 1 Kalidawir.

E. Significant of The Research

The research is formulated as an effort of finding some uses. The uses of this research are

1. Theoretically, the result of the research can contribute to solve the problems as the useful information for the future classroom condition of the vocabulary research problems.

2. Practically

- a. To the student

From result of this research is expected student to more active and more motivated in learning English, especially in learning vocabulary.

- b. To the teacher

The result of this research is expected can use List-Group-Label strategy in teaching vocabulary.

- c. To other researcher

The result of these researches is expected can find the effect of List-Group-Label in teaching vocabulary.

F. Scope and Limitation of The Research

The researcher is only limited on the effect of using List-Group-Label (LGL) strategy in teaching vocabulary. Then, it is only limited in beginner level

which means at Junior High School. This study will be conducted at seventh graders of SMPN 1 Kalidawir. Thus, the result of this study is specified into the target of population that is seventh graders of SMPN 1 Kalidawir. The researcher also gives a limit to the text that will be used in application that is descriptive text. It is based on the time and schedule the researcher used while conduct the research.

G. Definition of Key Terms

To avoid miss understanding and interpreting about the topic, here the research word of:

1. Vocabulary can be defined as the words which are known by a person, which are used to have an effective communication in such language or a list of words in such language which endorse the mastery of learning that language. Concisely, vocabulary is the word collection in such language which is possessed by a person either to get effective communication or to learn a foreign language.
2. List-Group-Label (LGL) is strategy that is designed to encourage students to improve their vocabulary and categorization skills, organize their verbal concepts, aid them in remembering and reinforcing new words, and activate their prior knowledge about the subject (Allen:2007:72). The brainstorming and categorizing strategy can be used as the prior knowledge that become the beginning unit. Teachers in any content area can use the same instructional strategy by generating a term or concept that will be the focus of classroom study.