

## CHAPTER I

### INTRODUCTION

There are five parts that will be discussed in this chapter those are background of the study, formulation of research problem, the purpose of the study, significance of the study, and definition of key term.

#### A. Background of The Study

Language is an essential part of our life. Every day we use language to communicate with someone else. According to Chomsky in Murcia *Discourse and context Language teaching A Guided for Language Teachers* (Murcia, 2000:74) “Language is a rule governed innate system and that those who have acquired a natural language apply its rules in original and creative ways by producing utterance they have never heard before.” By using language people can express their feeling, opinion, and ideas to someone else. There are many languages in the world. One of them is English which plays as the most important language in the world. Most of people must be mastered in English language, because it is an international language that use to communicate with others.

Learning foreign language such as English is not a simple thing. It needs an effort and spirit to learn and to persistence with the language. The importance of English is not questionable anymore. This language is the obligatory foreign language that must be learnt for all the students in this country. As Brown (2007) said that learning a language, especially ESL, it

takes a serious and not easy steps. All the element of the school has support all the step, and cooperate to achieve the goals of learning foreign language, it said by Chairena (2015).

In Indonesia, English has been taught from elementary school up to highest education. Although, English is the additional lesson not compulsory lesson in elementary school as stated by Ministry of Education in 1994 (SK 170/105/1994), English must be introduced early. Because, all the students are live in globalization era that need English to help master the technology. As Maili (2018) said on her study entitled “*Bahasa Inggris Pada Sekolah Dasar*” that English must be introduced since elementary level. Because, first, young learners are good in learning language. Second, all of life system use English in this digital period. Third, they will accept English easily when they continue in Junior High School.

In English, there are four integrated skills such as listening, reading, writing, and speaking that must be mastered well. Besides, there are many components of linguistics that can help the students in mastering English skills, such as structure (grammar), vocabulary, and pronunciation. The most important component of linguistics that must be mastered well is vocabulary. Mastering vocabulary can help mastering English. Vela and Rushidi (2016) in their study about the effect of keeping vocabulary notebook on vocabulary acquisition and learner autonomy said the importance of vocabulary. They said insufficient vocabulary will effect

learner language achievement, such as oral and written input will lack of comprehension, and it make their language skill do not develop well.

This idea also proven by Aisyah (2017) in her study the vocabulary teaching and vocabulary learning: perception, strategies, and influences on students' vocabulary mastery said, rich vocabulary will totally help students mastering English and its four major skills which cover listening, speaking, reading, and writing. The importance of vocabulary was also noted by Richard and Renandya (2002) believing that vocabulary plays crucial part in one's foreign language learning and language proficiency that can effected how well learner speak, listen, and write.

Vocabulary become the important one because, it brings a word that will arrange into a sentence which will be written or said. If the learner does not master it, learning English will more difficult. The learner needs to see the word in real use or in context. It is lined by Harmer (forth edition), students need to see the word in context to see the word use. It means that the word used in some sentence will help the student to understand the word use than the meaning of it. This way to learn vocabulary through the text will help to see the word in context. Perhaps when we read some text we can see some word that have same meaning in different context.

On the other hand, mastering vocabulary is not easy for students of elementary school. Elementary school students are learnt more vocabulary than structure (grammar). Although their vocabulary is simple things

around them, such as, things in the house, public place, family, hobbies, etc., they still face the difficulties to master it. As the researcher found in fifth grade of MI Raden Fatah, she found some problems faced by the students, as follow:

1. They could not write the correct spelling of the new vocabulary.
2. They could not write without looking at list of vocabulary available in their text book.
3. They do not understand the question related to mastering new vocabulary.

Another factor of teaching vocabulary is the student still difficult to write the word in English correctly. But, they must master it because in their final examination is dominated with vocabulary mastery. They ought to translate Indonesian words in English, or rearrange the jumble letters into a right word. That's why to make an effective teaching vocabulary is important to make the students easy to remember the new vocabulary and make them understand the question related to it.

As a future teacher of a foreign language, especially English teacher, he/she has responsibility to conduct teaching and learning process effectively. The effective learning can be done if the teacher has appropriate methodology or strategy in the learning process. Appropriate materials, interesting media can be used to make the students be able to learn vocabulary in a good atmosphere.

In this case, researcher focuses on text based learning as teaching model to improve students' vocabulary mastery. Iftanti (2017) in her

narrative inquiry suggests to an English text as a tool to learn English Grammar and vocabulary, to improve speaking, reading, and writing skills, and to increase the number of vocabulary, in addition to create a more classroom involvement among learners. In this study, teaching model using text is hopefully to be able to make the number of vocabulary of the students can increase. It can help them to develop their English skill.

Desmayenni, et.al. (2013) stated that Text Based Learning makes students comfort during the process of learning and they felt got a new knowledge or skill from teaching learning process. Text Based Learning also activate students schemata so, they will ready to demonstrate their independent work. This implementation of Text Based Learning was stated by Arimbawa (2012). There for hoping the Text Based Learning can make the teaching and learning process more meaningful to the students.

The procedure of text based learning to improve students' vocabulary mastery is give the students selected text so they will learn the same materials. From Arimbawa (2012), the text refers to any meaningful spoken or written language, regardless of its length. Teacher will give the students a text that appropriate with the topic in the chapter of their books. At the same times, each student must write the new English vocabulary that they found in the text they were reading with the teacher. Then, the teacher dividing the class become some groups in the learning process and give them a game to know the students' vocabulary mastery. The game

can be matching games, or complete an incomplete word, or rearrange the jumble letters. Each group will get different words.

In the end of teaching process, the students must write the new English vocabulary in their own notes. In this research, the researcher chooses text based learning because the researcher wants to know the use of text based learning in improving students' vocabulary mastery or not. This study is expected to have contributions to the language teaching-learning process. especially for teaching vocabulary mastery in elementary school.

From the explanation above, the researcher conducts the research in Islamic of Elementary School of Raden Fatah Kediri. The researcher chooses this school because, the researcher found the problem in fifth grade of MI Raden Fatah. It was proven when many students face difficulties to memorize the word in English. Another problem is they do not understand the question related to it. The researcher found this problem when she had practice teaching in MI Raden Fatah.

Based on the background above, the researcher is interested in conducting a study which was focused on improving students' vocabulary mastery by analyzed the research about "The Use of Text Based Learning To Improve Students' Vocabulary Mastery at Islamic Elementary School Of Raden Fatah".

## **B. Formulation of The Research Problem**

Based on the background of the study mentioned above, the formulation of the research problem as follows, “How Can Text Based Learning improve students’ vocabulary mastery?”

### **C. The Purpose of The Study**

Based on the previous explanation, the objective of the research is to know whether Text Based Learning can improve students’ vocabulary mastery.

### **D. Significance of The Study**

The researcher hopes that this research will give contribution to:

1. The students, they can improve their vocabulary mastery. Then, they will be easy to learn English as they need.
2. The teachers, they can know the level of vocabulary mastery of the students, and the result can become an input to determine the method and the media for teaching vocabulary.

### **E. Definition of Key Term**

To avoid misunderstanding, the writer explain the key terms of this study as below:

#### **1. Text Based Learning**

Text based learning is a strategy of teaching English vocabulary which is learn the target words through reading texts, such as acquiring words’ meaning and their typical language environment from text.

Johns and Devies refer that when using texts in learning and teaching vocabulary, a texts can describe as a linguistics object, a vehicle for information and a stimulus for production (1983:1).

## **2. Teaching Strategy**

Teaching strategy refers to the structure, system, method, techniques, procedure and processes that a teacher uses during instruction. These are strategies the teacher employs to assist students learning.

## **3. Vocabulary**

Dedi Suryana, in *Teaching Vocabulary* (1990) states that; vocabulary is one of language components. It supports the teaching and learning of the four language skills of reading, listening, speaking and writing.

Vocabulary in this research is vocabulary for primary school in Indonesia. The vocabulary which is learnt by the students of primary school is about things around their live, such as “Days”, “Profession”, “Public Places”, “Food and Drink”, “Transportation”, “Weather and Season” and “At the School”.

## **4. Vocabulary Mastery**

Vocabulary mastery can be constructed as an ability to combine skill or knowledge of words used to express meaning, in case of the physical object or idea, inform of symbols of group of letter in a single



or more one word. Vocabulary mastery refers to the number of word someone knows, Fadlan (2010).

## **F. Organization of The Study**

This study consist of 5 chapters. Chapter I as an introduction presents the background of the study, formulation of the research problem, the purpose of the study, significance of the study, definition of key terms, and organization of the study.

Chapter II deals with review of related literature. Here, the researcher tells everything about definition of vocabulary, the significance of vocabulary, the principle of teaching vocabulary, and text based learning.

Chapter III explain about research method. In the research method, some topics presented are research design, subject and setting of the study, procedures of the study covering preliminary observation (reconnaissance), planning, implementing, observing, and reflecting. In planning, the researcher shows socializing the research program, providing the strategy, designing the lesson plan, and preparing the criteria of success.

Chapter IV deals with findings and discussion. It explains about the result of chapter III.

Chapter V is the last chapter that consist of conclusion and suggestion.