

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the researcher presents the topics related to the study. The points are background of the study, formulation of research question, objective of the study, the formulation of hypothesis, significance of the study, scope and limitation, definition of key terms, and the organization of the study.

#### **A. Background of The Study**

Developing knowledge about language is a way to have a good communication with others. Having good communication with others can build a good relationship. Language has some elements. One of those elements is vocabulary. Vocabulary is the core of English. Knowing enough vocabulary will make people easy to communicate in a simple way. It can also used to teach children in the beginning level. That is why vocabulary is needed when someone having communication with others. As much as people get the vocabulary, the easier understanding it will be. It same as what has been stated by Cameron (2001:73) that vocabulary as one of the knowledge areas in language, plays a great role for learners in acquiring a language. Linse in Alqahtani (2015:22) states that learners' vocabulary development is an important aspect of their language development. Therefore, with the presence of vocabulary can enhance the students' capability to have a good communication.

Vocabulary plays important role as a basic rule of learning language. It means that vocabulary has a relationship with language, and they cannot be separated. Every children have to master vocabulary to make them easier on the way how to use language as the tool of communication. According to Kusumaningrum and Cahyono (2011:127) without having enough vocabulary, children will have difficulties to know the meaning of what they have been listen and read as well as to express their goals in communication with others. Meanwhile Schmitt (2000:55) emphasizes that lexical knowledge is central to communicative competence to the acquisition of a second language. Nation (2001:60) describes the correlation between vocabulary knowledge and language practice is the skill of vocabulary enables language use and conversely. Therefore, it is necessary for the children to learn vocabulary to gain wider knowledge to make a good communications with other people around the world.

According to Susanto (2017:184), in Indonesia, many learners see that second language acquisition is essentially a matter of learning vocabulary so that learners spend a great deal of time on memorizing many lists of words and rely on their bilingual dictionary as a basic communicative resource. He also stated that vocabulary has been viewed differently depending on which method is fashionable. Students' experience of English learning in high school was covered in the learning activities. The 2004 and 2006 curricula, so called Competency-Based Curriculum (CBC) and the school level curriculum or KTSP (Kurikulum Tingkat Satuan Pendidikan), emphasized the development of communicative competence covering linguistic competence, discourse

competence, socio-cultural competence, and strategic competence. In particular, linguistic competence includes such components as grammar, vocabulary and pronunciation. Under the four stages of teaching and learning process suggested by the curriculum, vocabulary teaching is supposed to be deal with a very first age. The earlier curriculum even emphasized 1000-2500 words level on the practical use and textbook.

Vocabulary can be taught for children in the beginning level. It is intended to make the children to have understanding about utterances and preparing for them to have a study to the next level. For students in junior high school level, vocabulary is not something new. They have been learned vocabulary when they were being students at primary school or even at preschool level. Teaching vocabulary to the junior high school students is not an easy since it requires many creativity on the way how to teach them interestingly, even though students have been learned about vocabulary start form the early age. McCarthy (1990:86) states that the best remembered words are the most common ones, because they occurs regularly. He also stated the reasons which cause difficulties such as spelling difficulties, phonological difficulties, syntactic properties of words, close meanings of words, false friends (words in two languages similar in spelling and pronunciation which means different things), cultural differences. By this situation, there are a lot of possible ways to introduce vocabulary to the students. Teachers should use a variety of techniques, strategies and media to attract students' motivation in learning vocabulary. Brewster et al in Dochart (2010:101) state that vocabulary presented in a familiar context and systemized manner with visual

support which can help for memorization; using the senses, games, songs, stories and rhymes are the effective ways of practicing language. It means that teacher should choose the best strategy or media which appropriate to use in teaching and learning vocabulary.

There are many ways to teach about English, especially teaching about vocabulary. Explicit teaching vocabulary is one of strategy which is used in teaching vocabulary. Explicit teaching is strategy for teaching consciously. Ellis (2005:144) as cited in Taş and Coşkun (2014:20) explicit learning is a conscious process where the individual makes and tests a hypothesis in a search for the structure. Explicit teaching means teaching where the teacher or the instructor clearly defines the goals for the students, giving clearly definition and information. Eggen & Kauchak in Taş and Coşkun (2014:20) define explicit teaching as a teaching strategy in which teachers present the knowledge to be learned and direct the learning process explicitly. Meanwhile Hanson and Padua (2011:13) teaching individual words explicitly should be done meaningfully and through a systematic approach to make students establish routines for learning.

One of the example of strategy which used to teach about vocabulary is by using story telling. Story telling is one of method which pay much students' attention so that the students will enjoy in teaching and learning vocabulary. Yet, using story telling is not about to improve vocabulary, but it relates with culture. Sometime the teacher just focuses on teaching culture. Although the aim of language teacher is to teach language,

not culture. Too much time would be taken up in the classroom if the teacher had to constantly explain every culture reference in the text (Lazar, 1993:66).

This present study uses one strategy to teach about vocabulary which include in explicit teaching. The researcher use one strategy called by One Day One Sentence (ODOS) strategy. This One Day One Sentence strategy intended to the students for mastering vocabulary by using this strategy. This strategy means that every students has to master vocabulary minimum a sentence for a day. This aimed to help the students master the vocabulary through a simple way and it can build students' high memory so that the students will be able to remember sentence by sentence easily. Beside, this strategy also makes the students to have many new vocabularies which they get in a day, therefore this strategy is benefit for their vocabulary improvement. This study also to measure if One Day One Sentence strategy is effective for teaching vocabulary or not.

The researcher focuses on the seventh grade of SMPN 1 Ngunut Tulungagung. This school has chosen for the subject of the study because it has been applied the Curriculum 2013. Every students are intended to have more skill which they build by themselves. For further learning independently, the students also need strategy to make them easily to learn. One Day One Strategy is one of strategy which can help the students able to learn independently easily.

Based on the explanations above, therefore, the researcher interested to conduct a research concerning One Day One Sentence strategy in vocabulary mastery entitled *“The Effectiveness of Using One Day One*

*Sentence Strategy Toward Vocabulary Mastery of Seventh Grade at SMPN 1 Ngunut Tulungagung”.*

**B. Formulation of Research Question**

Based on the background of the research above, the problem can be formulated as follows:

Is there any effect of using One Day One Sentence strategy on the students' vocabulary mastery of seventh grade at SMPN 1 Ngunut Tulungagung?

**C. Objective of The Study**

The objective of this study is to find out the effect of using One Day One Sentence strategy on the students' vocabulary mastery of seventh grade at SMPN 1 Ngunut Tulungagung.

**D. The Formulation of Hypothesis**

This study belongs to quantitative approach in which the data are in the form of numbers or scores and they are analyzed statistically. There are two hypotheses formulated in this study. Those are explained as follows:

a. Alternative Hypothesis ( $H_1$ )

There is significant difference of students' vocabulary mastery before and after implementing One Day One Sentence (ODOS) strategy.

b. Null Hypothesis ( $H_0$ )

There is no significant difference of students' vocabulary mastery before and after implementing One Day One Sentence (ODOS) strategy.

### **E. Significance of The Study**

First, the result of this research is hopefully useful for the English teachers who will get new suggestion to improve their strategy in teaching English vocabulary, especially English teacher who teach at seventh grade students of SMPN 1 Ngunut Tulungagung, and motivate them to use One Day One Sentence (ODOS) strategy as an alternative way in teaching vocabulary to improve students' vocabulary mastery.

Second, this can be a new input for the readers which will improve their knowledge and new perspective in teaching and learning English especially in vocabulary skill.

The last, this study is dedicated to the next researchers. I hope the result of this research can be used as a reference to conduct the other research especially for the researcher who wants to conduct research in this topic and will help the future researchers to get inspiration to follow up this study to improve the quality of English teaching and learning process, especially in teaching vocabulary to improve students' vocabulary mastery better.

### **F. Scope and Limitation**

This study is intended to know the effectiveness of using One Day One Sentence strategy in teaching vocabulary. This study focuses on

vocabulary mastery of seventh grade students of SMPN 1 Ngunut Tulungagung with the sample is students of VII-G and VII-H class.

The limitation of this study is the researcher only focuses on vocabulary mastery of seventh grade students. The materials which related to this strategy is about descriptive text; describing animals, people and things. Students are drilled to have understanding about vocabulary minimum a sentence for a day. This aimed to help the students having good memorization and make them easier to write, identify and understanding about vocabulary well. Furthermore the students have to report their vocabulary's report by writing in a piece of paper everyday and submitted in ODOS box which put inside of classroom. This aimed for make the students like handwriting and not depending on the usage of smartphone in this era. But it is hard to be applied if the students do not want to write a lot. Therefore, for the future researcher may apply more interesting method to apply for this strategy.

## **G. Definition of Key Terms**

### **1. Vocabulary Mastery**

Vocabulary mastery is something needed in language. It can say that vocabulary mastery is a technique which can get a lot of vocabulary to be implemented in teaching and learning English.



## 2. Explicit Teaching Vocabulary

Explicit teaching vocabulary is teaching where the teacher or the instructor clearly defines the goals for the students, giving clearly definition and information.

## 3. One Day One Sentence Strategy

One Day One Sentence (ODOS) strategy is one of strategy which its name is included in explicit teaching strategy. This strategy intended the learners to write, identify and understanding vocabulary minimum one day one sentence.

## **H. The Organization of The Study**

This report is divided into five chapters. Each of them can be explained as follows:

Chapter I is the Introduction. In this chapter consists of background of the study, formulation of research question, objective of the study, the formulation of hypothesis, significance of the study, scope and limitation, definition of key terms, and the organization of the study.

Chapter II is review of related literature. In this chapter consists of review theoretical studies and previous study. Review of theoretical studies discuss the theory about learning vocabulary, while previous study discuss the study which had been done by the previous researchers. The following is the theory about vocabulary including the definition of vocabulary, the importance of vocabulary, types of vocabulary, and vocabulary in teaching

and learning English. The following is the theories about One Day One Sentence strategy which its name is derived from explicit teaching strategy. It contains of the definitions of One Day One Sentence strategy, and the advantages of using One Day One Sentence strategy in teaching English.

Chapter III is research method. In this chapter consists of research design, population and sample, research instrument, variables of the study, validity and reliability testing, normality and homogeneity testing, data collecting method, procedures of the research, and data analysis.

Chapter IV is findings and discussion. In this chapter consists of data description, analysis of the data, hypothesis testing, finding, and discussion.

Chapter V is conclusion and suggestions. In this chapter contains of conclusion and suggestions related to this study.