CHAPTER I

INTRODUCTION

In this chapter, the writer provides some points related to this study. Those include background of the study, formulation of the research problem, objective of the study, significance of the study, the scope and limitation of the study, and definitions of key terms.

A. Background of the Study

Basically language is a source of communication. Language is the key of human lives. Trough language we can share our ideas, feelings, views, and thoughts to others. By using language we can communicate and interact one another and even disseminate our achievements and advancements in science, technology, economy, education, religion and culture as well to much wider world. By using language we can eliminate misunderstanding. There are thousands of language in the world. Each country has own nation languages spoken. Out of all, English is one of the most dominating language spoken around the world.

Since it is used globally English plays an important role in the present era. As an international language English is required for most people in the world either as the first (Native Language), the second (the language which is used after the first language) or foreign language (the language that used not as first or second language). English has been playing a major role in many sectors including medicine, engineering, and

education. Moreover the internet source sites are in English and a lot of information we will find there are written in English. If we understand and communicate in English it will be very easy for us to travel around the world. Given its popularity in everyday communication, academia, business, and entertainment, it's no wonder many are saying it's important for non-native-speakers to hurry up and learn English.

English is taught formally in Indonesian schools as a foreign language. The forms of teaching and learning English language is already started in our curriculum in the various levels of education from the lowest grade to the highest one, from the kindergarten to the university level. Teaching and learning English language is constantly been studied in order that teaching learning is more effective especially in teaching language skills and components of language. In learning English the students must master language skill and components well. There are four aspect skills including listening, speaking, reading, and writing. Meanwhile the language components such as vocabulary, grammar, and pronunciation. Both of them should be mastered.

According to Hornby (1995:1331) vocabulary is the total number of words in a language, all the words known to a person or used in a particular book, subject, etc: a list of words with their meaning, especially one that accompanies a textbook. Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language (Camero:2001). Supported by Richard and Reanandya (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 Vocabulary vocabulary is the basic unit of language and it has important role in learning language, especially for four language skills. The student cannot study English well without master vocabulary first.

Without having a lot of vocabularies, students will be difficult to achieve their foreign language. It means that a sufficient vocabulary is very crucial for the students. They can effectively and express their idea in both oral and written from. Without any vocabulary it is impossible for people to be able to speak or write English. Thornbury (2002: 13) states that "without grammar very little can be conveyed, but without vocabulary nothing can be conveyed." Since grammar relates to the words arrangements, students need to master much vocabulary. If they have no vocabulary, they have nothing to arrange.

Although, vocabulary is the first thing that every student learns in their formal and informal education. It assumed that if the students learn English in earlier age, of course they have much vocabulary by now. But the fact is they still have problem in learning English vocabulary. Students have difficulties to memorize the vocabulary. They just memorize the word in the classroom, but after that they sometimes forgot what they have learned before. It happened since most of the teacher give them unimpressive lesson and no exposure to the language outside the classroom. The students also seems that study English make them bored in

learning it in the class. Beside that, the teacher teaches vocabulary by repeating the word and uses the same strategy in every meeting. So, it makes students bored and are not interested to follow vocabulary class. Without having enough vocabulary, students will have difficulties to know the meaning of what they listen.

Thus, to solve this problem, the writer gives an alternative technique for attract the students to the vocabulary. Technique is a useful way of learning new vocabulary, in particular becoming familiar with spoken form of the word and linking it to its meaning (Nation, 2000:60). One way that has been found to be effective for teaching vocabulary is the use of hyponymy technique. It is any learning technique that believed as a fun learning and could invite the students to be enthusiastic in learning English, so the students could accept the material clearly and they felt comfortable in the classroom. The researcher gives an alternative technique for the teachers to enrich students' vocabulary that has connection with the area of semantic field. Jordan (1997: 154) argued that "Semantic links play an important role in production. This suggests the use of semantic field based on presentation method…"

Hyponymy likes synonymy (a word similar in meaning) and antonym (a word opposite in meaning) using words relation to explain the meaning of the target word. Example: read, white, black and so on, is a hyponym of color. Hyponymy is a relationship whereby one word includes others a hierarchy, so we have *superordinate words or general*

and *subordinate words or specific*, such as, "flower" as a superordinate and "rose", "jasmine", "orchid", etc. as the subordinate. It is hoped to help the teachers to explain vocabulary items easier by giving examples in the relation of a word with the other words. Harmer (2001: 18) adds that "What a word means is often defined by its relationship to other words." Then, the students will have description about the vocabulary items which are explained by their teacher.

In this study, the researcher use hyponymy technique to facilitate the students in vocabulary mastery. Some previous study showed that this strategy is effective to increase their score and motivate EFL students in learning English especially for mastery vocabulary. The studies had been developed in several grades. First study conducted by Herdayani (2019) found that using hyponymy game improved students' vocabulary mastery in a better achievement at the second grade students in Junior high school. Second study conducted by Hidayat (2019) in his study also proved that there was a positive effect of using hyponym game on students' vocabulary achievement to be implemented for the seventh grade students of SMP Daar El Hikam. Third conducted by Puspita (2019) in her research result showed the significance improvement after using Hyponymy as teaching technique. In conclusion, from all of previous studies above, hyponymy technique has a positive effect to increase vocabulary mastery.

Related those some previous study, the researcher wants to investigate that hyponymy technique is effective or not to be applied in

increase vocabulary mastery in MTs Al-Ma'arif Tulungagung. The reason why the researcher used hyponymy technique because it is a collaborative technique. It is included into an interesting way to collect many vocabulary. It can make the students more interest in learning vocabulary in order to support their vocabulary learning activity. Dealing with explanation above, the researcher is interested to conduct a research entitled **"The Effectiveness of Using Hyponymy toward Students' Vocabulary Mastery at Seventh Grade Students of MTs Al Ma'arif Tulungagung in Academic Year 2019/2020"**

B. Formulation of the research problem

Based on the background of the study abov the research problem of this study focuses "Is there any significant improvement on students' vocabulary mastery before and after being taught using hyponymy at seventh grade students of MTs Al Ma'arif Tulungagung in academic year 2019/2020?"

C. Objective of The Study

Based on the formulation of the research problem, the objective of this study is "To know whether there is significance improvement on students' vocabulary mastery before and after being taught using hyponymy technique at seventh grade students of MTs Al Ma'arif Tulungagung in academic year 2019/2020."

D. Hypothesis

Hypothesis is tentative answer of variable in which the truth must be tested, based on the previous statement. To get the answer of the question, the researcher should propose alternative hypothesis (H1) and null hypothesis (H0). Those are explained as below:

1. H1 (alternative hypothesis)

   There is a significant improvement on students' vocabulary mastery before and after implementing Hyponymy technique.

2. H0 (null hypothesis)

   There is no significant improvement on students' vocabulary mastery before and after implementing Hyponymy technique.

E. Significance of The Study

First, for the researcher herself, it's to know the effectiveness of using hyponymy technique to improve vocabulary. And the result of this study can enrich knowledge and experience about teaching vocabulary.

Second, it is expected to inspire the English educators to overview this technique which can be applied when they get the similar problem in teaching and learning foreign language.

Third, this can be a new input for the readers which will improve their knowledge. It is also expected to contribute a new perspective in teaching and learning second language and achieving the instructional goals.

The last, this study is dedicated to the next researchers. It is expected whether this study can be used as the source in their findings, or inspires them to improve the newest findings related to this technique.

F. The Scope and Limitation of The Study

This study focuses on vocabulary mastery of the seventh grade students of MTs Al Ma'arif Tulungagung in academic year 2019/2020. The vocabulary which is applied should be matched to the instructional curriculum of Indonesian for seventh grade Junior High School level on English subject. This study also focuses on Seventh grade students of MTs Al Ma'arif Tulungagung only. Besides, it also focuses on Hyponymy technique which is offered. The learners are drilled by writing, understanding, analyzing, and exploring as many words as possible under the category heading on a piece of paper.

The limitation of this study is the researcher only takes the vocabulary based on the topic of seventh grade students' materials. The materials are related to the beginning of asking and giving opinion, asking and giving something, and a very simple genre of text: descriptive text, that is about animal, public place and profession. Furthermore, the vocabulary which is not appropriate to the curriculum of Indonesian for seventh grade students of junior high school level should be rejected. Later, it is expected for the future researcher to expand and evolve these materials into wider topics.

G. Definition of Key Terms

The definition of key term are to be given, in order to avoid misunderstanding. The writer gives the definition key term based on the title of this thesis as follow:

1. Vocabulary Mastery

    Vocabulary Mastery is a technique to get a lot of vocabulary which can be applied in teaching and learning language. Vocabulary mastery is great skill in processing words taken from the text and curriculum of the seventh grade of junior high school. In this study, students' vocabulary mastery focus on noun. It is measured by using vocabulary test developed by the researcher.

2. Hyponymy

    Hyponymy is relationship whereby one word includes others within a hierarchy, so that we have a word as a *superordinate or general* and some words as *subordinates or specific*, for example 'flower' is superordinate and 'jasmine' and 'rose' being subordinates hyponyms of 'flower'.