

CHAPTER I

INTRODUCTION

In this chapter, the researcher will discuss about the background of the study, formulation of the research problem, purposes of the study, formulation of hypothesis, significance of the study, scope and limitation, definition of key term.

A. Background of The Study

English is the international language that brings the entire world together. As a global language that countries around the world study in order to communicate with the global community. More changes will take place around the world, including in Indonesia. Beginning with free trade between countries and an increase in student exchanges, the use of international languages such as English will become very common. With the emergence of this phenomenon, mastering English has become a requirement in order to keep up with the flow of globalization.

With the quick flow of globalization and movement in all sectors of life such as: in politics, economy, social, cultural and education. Learners must be quick to pick up English. In this scenario, the quality of education plays a critical role in training the nation's next generation to be capable in a variety of disciplines. English language skills are required to make this happen because a larger amount of knowledge in the form of books, journals, and articles is

largely in English. As a result, the Indonesian people must learn English in order to increase the quality of their human resources.

English is taught as a foreign language in Indonesian schools. From kindergarten through college level, it is a required topic at all levels. Most Indonesian students regard English as a challenging subject since it differs much from Indonesian in structure, pronunciation, and vocabulary system.

When studying English, students must acquire the language's skills and components. Reading, writing, speaking, and listening are examples of language abilities, whereas grammar, vocabulary, and pronunciation are examples of language components. Vocabulary is one of three English components that are essential for developing all English skills. Vocabulary is the component of English that students must know since, without it, we cannot understand each other and convey our beliefs, feelings, and ideas.

There are several ways to define vocabulary. Some vocabulary terms have been proposed by experts. Vocabulary refers to language components that English learners must grasp. A person's vocabulary is defined as the collection of all phrases understood by others. According to Richard (1997), Vocabulary are words of language learned through what they used in performing communicative actions. A vocabulary is needed to know and master to make it easier to interact with others. Vocabulary is an important part of language used to support students' abilities in developing language skills (Lado, 1959). It means using vocabulary makes it easier for students to express themselves

verbally and in writing. As a result, vocabulary makes it easier to communicate in everyday situations.

One of the most fundamental aspects of fluent communication is vocabulary competence. Brown (1987:87) states that “the larger the vocabulary size one has, the better one’s performance in all aspect of English language work will be”. The correct word choice and appropriate term are essential for effective language communication. Vocabulary is one of the components that connects listening, speaking, and reading. If the student have a limited vocabulary, they will have difficulty understanding English. Besides that, Kamil and Hiebert (2005:3) state that when the number of known words are not sufficient, comprehension will not be achieved for listening and reading skill. Furthermore, the students will find trouble in formulating their ideas to develop the language for speaking and writing skill.

Teachers should teach vocabulary differently than the other two components of language, such as grammar and pronunciation. Kamil and Hiebert (2005:28) suggest that effective vocabulary instruction should be achieved by considering long-term proposition which means that the students do not easily forget the words they have just learned. Furthermore, students should receive explicit definitions and contextual information from an intense or rich vocabulary education. A teacher might make an attempt to provide successful vocabulary instruction by developing creative teaching materials. This is in line with Tomlinson’s statement (2013:28) that teaching materials should involve attractive presentation and appealing content which are

interesting, relevant, and enjoyable to give a positive influence on the students' attitudes to the language and to the process of learning it so that clear definition and contextual information will be received by the students effectively. Furthermore, by creating such unique materials, teachers will stimulate students to learn and make them feel at ease by appreciating the teacher's imaginative explanation.

Students will struggle to master their foreign language if they do not have a large vocabulary. This means that having a large vocabulary is critical for students. They can successfully communicate with themselves orally and in writing. It is hard for anyone to speak or write English if they do not have a vocabulary. Thornbury (2002: 13) states that "without grammar very little can be conveyed, but without vocabulary nothing can be conveyed." Students must grasp a large vocabulary because grammar is concerned with word arrangements. They have nothing to arrange if they don't have a vocabulary.

To deal with the problem of limitations in teaching, teachers should devise numerous ways and select a suitable strategy to improve students' vocabulary knowledge. The Frayer Model is an alternate strategy. Researchers attempt to conduct study in order to discover solutions to the utilization of this method in the learning process. Researchers will employ this method.

The Frayer model is a visual organizer that assists students in determining or clarifying the meaning of language encountered while listening, reading, or seeing material. It is used before reading to activate background knowledge, while reading to read vocabulary, and after reading to evaluate

vocabulary. Sayekti (2015: 213) states that the frayer model is a vocabulary learning strategy that uses graphic in its development so that students can understand the definitions and concepts of words and provide information by giving examples and not examples. Word learning needs extensive exposure to words in their intended context. Furthermore, Hamdani (2010: 250) states that graphic media includes visual media which functions to efficiently channel messages from the recipient of the message.

The Frayer approach provides various benefits to students during the learning process, including: assists students in making connections between what they know and what they will learn. Useful before, during, or after reading. Improves information retention Students discover how one notion links to another. Makes use of students' past knowledge and makes a visual reference for comparing examples.

There are some previous studies about the using frayer model towards the students' vocabulary mastery. First study from Tiara Dwi Oktaviani (2018), Using Frayer Model Strategy through Vocabulary in Teaching Students Descriptive Text Writing (A Quasi-Experimental Research at the first Grade of MAN 1 Pandeglang. According to the findings of the study, the frayer model method can improve students' writing on descriptive texts and can also be used in the teaching learning process, particularly in enhancing students' writing. Second study from Reda Umi (2020) The Effectiveness Of Frayer Model Strategy In Teaching Vocabulary At Sman 1 Nawangan Pacitan. This research applied a quantitative approach used a quasi-experimental design. The findings

of this study revealed a substantial difference in vocabulary knowledge between students who were taught using the Frayer Model Strategy and those who were not. The differences among them are on the grade, subject and the result. Tiara Dwi Oktaviani and Reda Umi used student of first grade senior high school and as a result, employing the Frayer model can help students increase their vocabulary mastery.

Based on the statements above, this research aimed to find out: “The Effectiveness Of Using Frayer Model Towards Students Vocabulary Mastery Of 8th Grade At SMPN 2 Sumbergempol Tulungagung”.

B. Formulation of Research Problem

The researcher wants to define the following research questions based on the background statement;

“Is using Frayer Model effective towards students vocabulary mastery of 8th grade at SMPN 2 Sumbergempol?”

C. Purposes of The Study

Based on the formulation of research problem, the primary goal of this study is to determine effectiveness using Frayer Model towards students vocabulary mastery.

D. Formulation of Hypothesis

There are two kinds of hypothesis that will be used in this research:

1. Null Hypothesis (H_0)

There is significant effect between students who are taught using the Frayer model on their vocabulary mastery at eight grade of SMPN 2 Sumbergempol.

2. Alternative Hypothesis (H_a)

There is significant effect between students who are taught using the Frayer model on their vocabulary mastery at eight grade of SMPN 2 Sumbergempol.

E. Significance of The Study

Theoretically, it is used to practice the researchers knowledge in the field of the research. Practically, the finding of the present research is expected to provide some scientific contribution for the students, teachers and the other researcher.

1. For Students

Students must be eager to learn new things and must participate in the teaching and learning process at all times. Students must develop their own talents in studying English without even waiting for directions from the teacher. And the Frayer Model can help students measure their vocabulary proficiency while also motivating them to increase their vocabulary mastery.

2. For Teacher

The teacher should explain clearly, before students use Frayer Model to learn vocabulary. The way Frayer Model is used might confused students, especially those learning English for the first time. And the teacher should be mindful of the students characteristics in the classroom. This is crucial for class management with them when learning vocabulary. And also teacher should make the classroom situation more enjoyable to motivate students enjoy learning vocabulary. Because having fun makes it easier for them to remember vocabulary.

3. For future researcher

The results of this study can be used to get inspiring idea or to provide basic information or as a reference for future researchers conducting similar research about implementation Frayer Model. Furthermore, other researchers might expand on this strategy by using different materials that are appropriate for the teaching and learning of English lessons.

F. Scope and Limitation

This study focuses of effectiveness of using Frayer Model towards student's vocabulary mastery of eighth grade students of SMPN 2 Sumbergempol Tulungagung. The vocabulary which is applied match with instructional curriculum of English for eighth grade Junior High School level on English subject.

The limitation of this study is the researcher only focuses on the students of eighth grade of SMPN 2 Sumbergempol as object of the study. And only takes the vocabulary based on the topic of eighth grade students' materials. The future researcher is anticipated to expand and evolve these materials into broader areas in the future.

G. Definition of Key Terms

1. Frayer Model

The Frayer model is a visual organizer that assists students in determining or clarifying the meaning of language encountered while listening, reading, or seeing material. It is used before reading to activate background knowledge, while reading to read vocabulary, and after reading to evaluate vocabulary.

2. Vocabulary Mastery

A person's vocabulary is made up of all the words he or she knows and uses. Students will struggle to acquire any language skill until they first master their vocabulary. Mastery is defined as extensive knowledge or understanding of a specific subject.

The researcher concludes that vocabulary mastery is the ability to employ knowledge of words that are taught while students are learning a foreign language, and it is not only understanding the meaning of words, but also having no difficulty pronouncing, spelling, and using them.