

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents some points related to this research; background of the research, statement of research problems, objective of the research, significance of the research, definition of key terms, and organization of the study.

A. Background of The Research

Language is very important for human being. It has a central role for people in conducting a communication. One of the most essential language components to be learned is vocabulary. Vocabulary deals with words and meaning. The knowledge of words is very important to learn a certain language. According to Harmer (in Sarosdy, 2006:69), language structures make up the skeleton of a language while vocabulary is the flesh which means that both are equally important and independent. Stahl (2006:5) even reveals that “Words divide the world; the more words we have, the more complex ways we can think about the world”. It also prevails in language learning. The more words the learners know, the more understanding they will get. Therefore, it is then a must for English learners to know and recognize some words in English. In case the teaching learning process lasting in the classroom setting, English teacher should be able to find a particular strategy to introduce some English vocabulary towards the students.

Learning a certain language means learning all the skills and components of the language. English has four essential skills comprising Listening, Speaking, Reading, and Writing and three major components covering Vocabulary, Pronunciation, and Grammar and Structure. Among those skills and components of the language, what should be learned very firstly is vocabulary. Without recognizing some vocabulary in English, students will find it difficult to learn deeper about the four language skills. Juwita (2013:128) prompts that by having the vocabulary mastery as the basic unit in learning English, the students are helped to understand how words work in written and spoken forms. The students will be able to understand what particular words means, how to say the words in the foreign language, how to read the words and how to put them in a paper. Richards and Renandya (2002:255) agree that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Hence, the first step in studying English is learning vocabulary. However, in Indonesia, English vocabulary does not have an exclusive portion to be taught separately from the four language skills. Therefore, the teaching of vocabulary has to be attached to another language skill.

Stated in Content Standard for Secondary and High School Level- *Standar Isi untuk Satuan Pendidikan Dasar dan Menengah* (2006:111), Indonesian government has established English as the first foreign language and the compulsory subject to be taught in high schools. It is also regarded as one of required subjects to pass National Examination. It means that once Indonesian students graduated from high school, they should have taken over English

sufficiently. However, in fact, they have not. The researcher found it was true after observing what was occurring in Vocational High School of Bandung, especially class X AK-2. One factor mostly causing that phenomenon is method of teaching English. Teachers frequently use conventional method of teaching so that classroom activities are centered on teacher and the students are often being passive. The other major factor is the strategy used by the teacher in teaching English. Teacher often uses the same strategy for all topics delivered towards the students. Consequently, the students are bored and unmotivated to be involved in the lesson.

Based on the results of doing preliminary study, it is found that these thirty seven students of year X actually have a great passion in English. It is proven when the researcher invited them to sing an English song together and gave them a simple quiz, they spontaneously responded it enthusiastically. They were very interested in the lesson even though their knowledge of vocabulary was very poor. When the researcher asked them to do some common classroom activities, they were still confused by researcher's instruction. The researcher had to translate the instruction into Bahasa after pronouncing it in English. Furthermore, after having an interview with the English teacher of class X AK-2, it is found that in teaching vocabulary, the teacher relies much on the course book and just lets the students learn vocabulary themselves. The new vocabulary is introduced while the teacher is explaining the new topic. Practically, the teacher does not lead the students to make list of vocabulary in their notebook. As a result, the students often forget when the teacher asks them to mention some previously learned vocabulary after a

particular period. It is getting worse that the lack of vocabulary knowledge makes the students reluctant to practice both skills and components of English. From the real identified problems, the researcher then concluded that the basic problem was that the students had less knowledge of vocabulary. Without mastering vocabulary well, they will find difficulties in executing the English skills. Therefore, the students need an innovative instructional strategy which fulfills their interest and ability to learn English vocabulary.

Some previous researchers had been trying hard to find the suitable strategy to improve students' vocabulary mastery. Muttahidah (2011) conducted a classroom action research aiming to improve students' vocabulary mastery through vocabulary card for first graders of Islamic junior high school of Nurul Falah at Pondok Ranji Ciputat Tangerang. The other research concerning how to enrich students' vocabulary mastery was held by Aisyiah (2015). She tried to improve students' vocabulary mastery by using Vocabulary Self-Collection Strategy for first grade students of Muttawasith at Addirasat Islamiah School Laddua, Panarea, Pattani, South of Thailand.

After breaking down the practical problems in class X AK-2 and having a look at some previous studies, the researcher recommends an innovative instructional strategy which is considered to be able to solve the classroom problem. The researcher conducts Classroom Action Research (CAR) by employing Vocabulary Self-Collection Strategy (VSS) towards class X AK-2 of Vocational High School of Bandung. The strategy is chosen by the researcher in order to improve the student's vocabulary mastery. Although VSS was originally

designed for junior high school level, the researcher wanted to apply the strategy towards vocational high school students. It was because the researcher thought that the students of class X AK-2 were cooperative to do the strategy. Besides, the researcher intended to invite the students to learn English vocabulary joyfully. However, since vocabulary should not be taught separately from the four language skills, in this study, the researcher tried to attach the vocabulary teaching to the teaching of reading comprehension. In this strategy, students are purposed to be more active during the teaching and learning process. Here, they considerably choose the wanting vocabulary from their reading to be learned themselves. The strategy also asks the students to cooperatively work with their friends in a small group to determine the meaning of the words they do not know in the text. Uniquely, they do not only have to decide the meaning of some words by looking at the context but also find the words which are more important than others in the text. The advantage of using this strategy is to help the students in enhancing their vocabulary mastery through the process of learning reading comprehension.

B. Statement of Research Problems

Based on the background above, the formulation of the research problem is: How to improve English vocabulary mastery of tenth graders of Vocational High School of Bandung Tulungagung by the implementation of Vocabulary Self-Collection Strategy (VSS)?

C. Objectives of the Research

Generally, this study aims to know if the students of tenth grade of Vocational High School of Bandung Tulungagung can master vocabulary well. In this case, they are able to use English vocabulary appropriately when they are learning the four skills and the other two components of English.

Besides, particularly, this study purposes to describe how the Vocabulary Self-Collection Strategy (VSS) employed in teaching vocabulary can gradually improve the students' vocabulary mastery of tenth graders of Vocational High School of Bandung Tulungagung.

D. Significance of the Study

In any research, the results of the study should give contribution. This research is expected to give practical significances for relevant parties.

1. For English teachers.

The result of the research could be an alternative to solve the teacher's problem in teaching vocabulary.

2. For further researchers.

The further researchers are able to use the research findings to study more about Vocabulary Self-Collection Strategy. Hopefully they will extend the scope of the study so that this strategy is not only used for improving vocabulary mastery by attaching to the teaching of reading comprehension, but also utilizing the learned vocabulary to make a

simple paragraph or a short role play script. Thus, simultaneously, the strategy could improve both skills and components.

E. Definition of Key Terms

To avoid misunderstanding, some terms used in this study need to be defined as follows:

1. Vocabulary Self-Collection Strategy

In this study, VSS is defined as a strategy that encourages the students to determine the important words from the texts they read to be defined based on the context and their prior knowledge with members of their group. The words are then nominated to the class. The teacher adds some other important words from the text and asks the students to record all the important words and the meaning in their notebook.

2. Vocabulary Mastery

In this study, vocabulary mastery is defined as the ability of the students to take over English vocabulary comprehensively. It means that the students should know the meaning of the words through the context given in the text to understand the message of the whole text.

F. Organization of the Study

This study consists of five chapters. Chapter I contains 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 serves the review of related literature. In this section, the researcher presents the Vocabulary Self-Collection Strategy and its features in improving vocabulary mastery.

Chapter III presents the research method covering research design, subjects and setting of the study, procedures of the study. Procedures of the study consist of preliminary observation (reconnaissance), planning, implementing, observing, and reflecting.

Chapter IV displays the research findings and discussion. It shows the result of chapter III.

Chapter V is the final chapter that consists of conclusion and suggestion.

