CHAPTER I

INTRODUCTION

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

A.   Background of The Research

Nowadays mastering English, as an international language, brings many relations and various aspects of life. It affects to the quantity of English learners that can be found massively in the entire of world. Further, the learners do not only come from a region which applies English as their first language. Amount people of non-native English also take a part to develop their English capability as the part of global society. Automatically, the non-native peoples learn English as their second language.

Studying a second language extends a huge challenge to be achieved for the non-native speakers. A lot of theories which define about these challenges can be found excessively out of the researchers around the world. In order to succeed the learning progress, the learners should pass the defiance which is emerging. One of the hindrances that should be

passed is mastering the vocabulary in such language. Vocabulary, as one of the three components of language, plays a significant role for both four language skills through listening, speaking, reading, and writing. This is emphasized by Wilkins (1972, in Yin Ling, 2013) that asserts whether without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Besides, Yin Ling and Wei Ciu (2013) argue whether limited vocabulary will impede the non-native language learners' ability in expressing either their ideas or conversations. For their listening, they will not fully conceive what the speakers say. For reading, they will not be able to comprehend the text. Besides, Anderson and Freebody (1981, as cited in Taylor et al, 2009) declare that vocabulary knowledge is a vital component of reading comprehension. Hence, mastering vocabulary truthfully is a requirement to succeed teaching and learning English as the second language.

The result of the research below has proven that implementing explicit teaching vocabulary strategy has succeeded to improve the learners' vocabulary mastery. One of them is a research conducts by Shakouri et al (2014) which finds the data in their study that overtime, the implicit group members lost slightly less from their immediate gain in reading comprehension that did in explicit group member. Longhurst (2013) concludes that his research synthesis set out to identify what practical pedagogical methods of explicit vocabulary teaching are relevant to teaching EFL in a Swedish educational context within the framework of

communicative language teaching. Besides, according to Green's (1993, as cited in Anuthama, 2010) research on his class, he applied Word Wall Approach which builds his learners' vocabulary power through explicit instruction, implicit learning, multiple exposures, repetition, and cycling vocabulary drills. Taylor et al (2009) in his journal explains whether to the obvious advantage of helping students to comprehend the textbook, teachers can teach the explicit strategies to the students with the purpose of giving them tools to use independently. However, this requires learners to actively interact with the concepts at a deeper level than reading a definition in a dictionary.

In Indonesia, English has become a subject in educational teaching and learning start from basic level up to university level. This leads the learners become demanded to master both language skills and components during the learning progress. In this part, vocabulary is acted as the language component which should be mastered. The more one considers the matter, the more reasonable it seems to suppose that lexis is where we need to start from, the syntax needs to be put to the service of words and not the other way round (Widdowson in Mukoroli, 2011). However, sometimes a goal cannot be reached and problems come out in teaching and learning process. This fact cannot be disregarded because of the students carry their different backgrounds which causes a heterogeneous students.

How the learners attain vocabulary properly is determined by the teaching strategy which is implemented by the teacher. Nagy and Herman (1996, as cited in Taylor et al 2009) explain it is our belief thoughtful and well planned instructional strategies can also help learners develop their vocabulary and increase their ability to comprehend text. The appropriate strategy can give an impact in its succession; otherwise, the un-matched teaching strategy can cause an unsuccessful result. In teaching and learning vocabulary, students can be taught either indirectly or directly. Nancy Marchand-Martella, Ronald C. Martella, and Kristy Ausdemore (2005, as cited in Jahr and Wysocki (2011) define direct instruction as an explicit, scientifically-based model of effective instruction with focus on curriculum design and effective instructional delivery. Examples of this are explaining difficult words before the reading, using vocabulary taught in different context, and repeating vocabulary exposure. Meanwhile indirect instruction means that indirect instruction, on the other hand, presses responsibility for learning on the student (Jahr and Wysocki, 2011). The examples of this way are engaging students in daily conversations, reading aloud daily to students, and providing students to read by their own.

A research conducts by Anuthama (2010) has proven whether providing explicit vocabulary teaching strategy has succeeded to be implemented to learners' vocabulary mastery. He applies word wall approach for his study. The meaning of this approach is maintaining

writing vocabulary on wall to visualize the students which will impact to memorizing it. In this approach, the learners are demanded to watch the wall and then they will memorize it after several times looking at those written vocabularies. The incompleteness of this strategy is, the learners are not given a certain time and vocabulary which should be mastered. Thus, it impacts to indefinite time which is needed and result of vocabulary which is memorized. For addition, Hanson and Jennifer F. M. Padua (2014) apply word learning strategy. This strategy involves the use of word parts, context clues, and dictionaries to determine the meaning of unknown words. For the use of word parts, Hanson and Padua explain the lexis morphologically, that is about affix which consists of prefix and suffix. This part is a difficult part to be learnt by the non-native students. Therefore, overcoming those issues above, the researcher offers One Day One Word (ODOW) Strategy to enrich the learners' vocabulary mastery. This strategy has a certain timetable and result which can be visualized. It is simple, because of the learners are not demanded to master several words on a day, yet it just needs a word a day. Besides, it also uses a contextual and match vocabulary based on the curriculum which is applied. Those are expected to ease and enlarge the students' vocabulary mastery.

Thus, the researcher conducts a study through applying experimental study by offering a teaching vocabulary strategy named One Day One Word (ODOW) Strategy. The name of this strategy is modified

by the researcher from the explicit teaching vocabulary strategy. This is offered because of the statement of Kinsella in Tugwell (2010) whom states meanwhile in order to the students to be able to use a word effectively in either speaking or writing, they need to have explicit, scaffolded instruction. Besides, Shue, Anderson, and Zhang (1995, as cited in Taylor et al 2009) add that students who struggle with reading, usually need more explicit instruction to support their learning of new concept, especially in content area new class. Taylor et al (2009) also asserts whether explicit pre-teaching of whole words and concepts can make sense to teach students how to analyze word part before they engage with a text. For completing the students' proficiency in all skills, learning vocabulary explicitly is still necessary. However, learning in short term memory can lead the students to forget as time passed. That is why Kitchakarn and Choocheepwattana report to make students learn and keep the memory it is to have them expose the new vocabulary repeatedly. Hence, the researcher offers this strategy to complete the students' needs and to enlarge the students' vocabulary mastery.

This One Day One Word (ODOW) Strategy offers the students to only take a vocabulary on a day. This strategy purposes to ease the students with a lower charge yet get a more result by requiring the students to make a vocabulary list which the column consists of the number, the day, the dates, the vocabulary, the meaning in their mother tongue (mother tongue (Indonesian) equivalent), part of speech of the word, and a sentence

as the example based on the context. Those requirements are based on Taylor et al (2009) who clarifies that students should be engaged in learning new words and expanding their understanding of words through instruction that is based on active processing. Meanwhile, Nichols and Rupleys (2004, as cited in Taylor et al, 2009) add students must go beyond just memorizing definition to integrating words meaning into their existing knowledge in order to build conceptual representation of vocabulary in multiple contextual situation. This strategy with all of its content expects the students to comprehend properly in their mind and they can implement them in their learning. Based on the name, of course minimum, the students should write on the list one word and all of its content above on a day. Longo and Curtis (2008, as cited in Yin Ling and Wei Ciu 2013) posit whether students who understood the meaning of various words had a better comprehension than students who know less. It can be grasped that the students who can do more than a word a day; it can increase their vocabulary achievement faster than just a word a day. However, the researcher emphasizes for making a list minimum a word a day regularly to avoid the students' tiredness. Therefore, the researcher conducts a study entitled ***"The Effectiveness of Using One Day One Word (ODOW) Strategy toward Vocabulary Mastery of Eighth Grade Students of Islamic Junior High School 2 of Blitar"***.

B.   Formulation of The Research Problem

The research problem of this study is 'Is there any effect of using One Day One Word (ODOW) Strategy toward vocabulary mastery of eighth grade students of Islamic Junior High School 2 of Blitar?'

C.   Objective of The Study

Based on the formulation of the research problem, the objective of this study is 'to find out the effect of One Day One Word (ODOW) Strategy toward vocabulary mastery of eighth grade students of Islamic Junior High School 2 of Blitar'.

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 (H_1) and null hypothesis (H_0). Those are explained as below:

1. H_1 (alternative hypothesis)

There is a significant difference in students' vocabulary mastery before and after implementing One Day One Word (ODOW) Strategy.

2. H_0 (null hypothesis)

There is no significant difference in students' vocabulary mastery before and after implementing One Day One Word (ODOW) Strategy.

E. Significance of The Study

First contribution is dedicated to the learners especially the eighth grade students of Islamic Junior High School 2 of Blitar to help them improving their vocabulary mastery by implementing this One Day One Word (ODOW) Strategy. Then, it is expected to ease them to achieve their learning of English as second language.

Second, it is expected to inspire the English educators to overview this strategy 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 strategy.

F.   **The Scope and Limitation of The Study**

This study focuses on vocabulary mastery of the eighth grade students of Islamic Junior High School 2 of Blitar. The vocabulary which is applied should be matched to the instructional curriculum of Indonesian for eighth grade Junior High School level on English subject. This study also focuses on eighth grade students of Islamic Junior High School 2 of Blitar only. Besides, it also focuses on One Day One Word (ODOW) Strategy which is offered. The learners are drilled by writing, understanding, analyzing, and exploring minimum a word a day.

The limitation of this study is the researcher only takes the vocabulary based on the topic of eighth grade students' materials. The materials are related to the beginning of descriptive text, a very simple recount text, and very plain recognizing narrative text, that is about fable. Furthermore, the vocabulary which is not appropriate to the curriculum of Indonesian for eighth 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. Besides, the researcher focuses on the usage of gadget. Thus, applying this strategy depends on the nowadays social media, which is either by whatsApp or by texting. So, it is hard to be applied if the students do not have any gadget. It is expected for the next researchers to modify the newest strategy which can be encompassed to all students' conditions and situations.

G. Definition of Key Terms

1. Effectiveness

   Effectiveness is a succession of doing something. It also can be defined as something that gives an intended or expected result from the doer.

2. Vocabulary

   Vocabulary can be called as word, lexical, of such language. Besides, this term can be meant as one of the language unit which has a meaning. Some composite of vocabularies can build a sentence which has a meaning to communicate.

3. One Day One Word (ODOW) Strategy

   One Day One Word (ODOW) Strategy is a strategy for teaching vocabulary which its name is modified by the researcher from explicit (intentional) vocabulary strategy. Based on its name, this strategy prosecutes the learners to write, comprehend, analyze, and explore minimum a word a day in learning foreign language.

4. Vocabulary Mastery

   Vocabulary mastery deals with having a huge volume of vocabulary which is necessary in communicating. Besides, this means achieving a lot of vocabulary which can be applied in teaching and learning such language.

H.   **Organization of The Study**

This part is written to ease the reader to know the content of this research. This study consists of five chapters. Chapter I contains the background of the research, formulation of the research problem, the objective of the study, significance of the study, the scope and limitation of the study, definitions of key terms, and organization of the study.

Chapter II covers the review of related literatures. The researcher presents everything about vocabulary, vocabulary mastery, and One Day One Word (ODOW) Strategy.

Chapter III presents the researcher's method related to this study. The contents of this chapter are research design, population and sample or\ subject of the study, research instrument, validity and reliability testing, normality and homoginity testing, data collecting method, and data analysis.

Chapter IV covers of findings and discussion. In this chapter, the researcher serves the findings of the research and the discussion related to the findings. Those include the description of the data, the hypothesis testing, and the discussion.

Chapter V contains about conclusion and suggestion for this research.