CHAPTER I

INTRODUCTION

In this chapter, the researcher presents background of the study, formulation of the problems, the objectives of the study, significance of the study, and the definition of the key terms.

A. Background of the Study

Considering the important roles of the language, language learning has been included in curriculum of educations in Indonesia. Both Indonesian language as the first language and English language as the foreign language. Moreover, in the era of globalization, English language is widely used by the people to actualize the communicative competence in almost every situations. The communicative competence itself deals with the four skill in English and their components. Speaking, writing, reading, and listening are the skills that basically the people needs to be acquired. Scrivener (1994: 20) states that listening and reading are called receptive skills (the reader or listener receives the information). In other hand, speaking and writing are productive skill.

However, in English, the four skills are not enough to complete the mastery of the language. The relation between the skills in English cannot be separated with the vocabulary skill and grammar. Simplify, the vocabulary skill is realized in all of the English skill. How the both of oral and written sentences formed is from the combination of the vocabulary used. According to Richard and Renandya (2002:265) vocabulary is a core component of language proficiency and provides

much of the basis for how well learners speak, listen, read and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged for making use of language learning opportunities around them such as listening the news, listening the native speakers, using the language in different context, reading, or watching television. In conclusion, the mastering the vocabulary skill is one of the important aspect in learning English.

Considering the important roles of vocabulary skill, in English teaching learning should provide the strategies to improve the learner's vocabulary because learning language is not an easy job. Based on Pinker (1994:18) cited by Brown (2007:6) states language is a complex specialized skill, develops in children spontaneously, without conscious effort or formal instruction, used without logic understanding, qualitatively same in each person, and different from other skills which is more general in terms of process information or behave intelligently. In the past, vocabulary teaching and learning were often given little priority in second language program. But recently there has been a renewed interest in the nature of vocabulary and its role in learning and teaching.

A study from Johnson (2001) states that reading comprehension and vocabulary knowledge are strongly correlated. And the researcher has found that word knowledge in primary school can predict how well the students will be able to comprehend texts they read in high school. Limited vocabularies prevent the students comprehending texts. Another research come from the International journal by Kozeta Hyso (2011) states that teaching vocabulary need improvement

because it influences on the student's needs. The study explains vocabulary is important for understanding difficult reading materials. English vocabulary teaching at higher reading levels should involve direct teaching and context-based approaches. Many studies have stated the need for a systematic and principled approach to vocabulary teaching and learning , as word knowledge is essential to reading comprehension not only at elementary levels of reading but also to reading and comprehending the texts students read at university.

Traditionally, vocabulary was often left to look after itself and received only incidental attention in many textbook and language program. Therefore, although the course curriculum was often quite specific about aspects of teaching such as grammar, reading, or listening, little specification was given to the role of vocabulary. Teachers must have the courage to collaborate the variety of methods, techniques, and innovative instructional media in order to create an exciting and interesting learning activity Thus, in teaching vocabulary needs the techniques to facilitate the learners learn properly.

Talking about improvement in teaching vocabulary, there are so many kinds of techniques and strategies that can be used in teaching learning English. According to Richard and Rodgers (2011:151) there are some current communicative approach including communicative language teaching, the natural approach, taks-based language teaching, cooperative language teaching, etc. All these approach can be implemented in language teaching. In relation with teaching vocabulary, the researcher has a curiosity about the use Task-based language teaching as a method to teach speaking skill. Task-based language teaching (TBLT), also known as task-based instruction (TBI), focuses on the use of authentic language and on asking students to do meaningful tasks using the target language. Such tasks can include missing the words, matching the words, and complete the

sentences. In task-based teaching the focus is not on <u>grammar</u>—you have already introduced your students to necessary constructions earlier in the chapter or unit, as well as to the <u>vocabulary</u> they will need to complete the task—but rather on helping students develop linguistic strategies for completing the assigned tasks within the constraints of what they know of the target language. Because the emphasis is on spontaneous, <u>creative language</u> use, whether spoken or written, rather than on absolute accuracy, assessment is based on task outcome.

In reality, when the researcher conduct a non-formal interview with the first grade students of SMAN Campurdarat. It seems that they face the general problems in learning vocabularies, for instance the spelling, enrich new vocabularies, and words classification. From the sample score that is collected by the researcher, the students often have difficulties in understanding the meaning and the use of the certain vocabularies. Moreover, the teachers also encounter with some problems in selecting which the suitable strategy and method that used in English teaching and learning particularly in improving the student's vocabulary. From the above explanation, it is hoped that Information-gap tasks (cited: IGT) strategy can be used as one of the way to teach English vocabulary at the first grade of SMAN Campurdarat. By implementing this strategy, it is expected that the strategy can help the teacher to provide an effective learning activity. Thus, it can help the students to improve their vocabulary skills.

Considering the practicality of Information-gap tasks in improving the students vocabulary skill, this research attempts to analyze the effectiveness of the implementation of Information-gap tasks in teaching learning process at the first

grade students of SMAN Campurdarat. Therefore, the researcher conduct this research entitled "**THE EFFECTIVENESS OF USING INFORMATION-GAP TASKS (IGT) TOWARDS THE VOCABULARY MASTERY OF THE SECOND GRADE STUDENTS AT SMAN CAMPURDARAT**".

B. Formulation of the Research Problems

According to the explanation of the background, the researcher formulates the research problem as follows:

1. How is the student's vocabulary mastery who are given the treatment using IGT?

2. How is the student's vocabulary mastery who are not given the treatment using IGT?

3. Is there any significant difference of the student's vocabulary mastery between those are given and not given the treatment using IGT?

C. The Objectives of the Study

Considering the above problems, the objectives of this research can be elaborated obviously to know the effectiveness of IGT to improve student's vocabulary skill of the second grade students at SMAN Campurdarat which is described as follows:

1. To know whether the implementation IGT is effective toward student's vocabulary mastery of the second grade students at SMAN Campurdarat.

2. To find out the significant differences of the student's vocabulary mastery of the second grade students at SMAN Campurdarat between those are given and not given the treatment using IGT.

D. Formulation of the Hypothesis

According to Ary (260:643) hypothesis is a tentative proposition suggested as a solution to a problem; a statement of the researcher's expectations about the relationship among the variables of a study. In this study, there are two kind of hypothesis:

a. Null Hypothesis (Ho)

The null hypothesis states that there is no significant difference on the student's vocabulary mastery between who are given and not given the treatment using IGT.

b. Alternative Hypothesis (Ha)

The alternative hypothesis states that there is significant difference on the student's vocabulary mastery who are given and not given the treatment using IGT.

E. Significances of the Study

Concerning the researcher focus on the use of IGT towards the student's vocabulary mastery, the result of this study is expected to give useful contributions for the following sections:

a. The Institution

Giving some worthwhile information and contribution to enlarge the English language teaching methodologies particularly about IGT implemented as one of the way in teaching vocabulary.

b. English teacher

This study contribute in giving description about strategies in teaching English especially vocabulary skill by using IGT. It is hoped to help the teachers provide a suitable technique and strategy in improving the student's vocabulary mastery.

c. The students

This study is expected to help the students in mastering their vocabulary skill and motivating them in learning English.

d. The researcher

Giving more information about IGT for other researchers to conduct a research with the similar topic of vocabulary skill improvement.

F. Scope and Limitation

The scope of this study is IGT technique and the student's vocabulary mastery with quasi-experimental design. In addition, this study also only focus on the second grade students as the research sample. Meanwhile, the limitation of this study is the researcher review the student's vocabulary skill in overall

G. Definition of Key Terms

There are some key terms in this study to clarify the meaning briefly to avoid misunderstanding as listed below:

a. Vocabulary Mastery

Vocabulary mastery or achievement is the ability to enrich vocabularies that influence on the other English skill such as speaking, reading, writing, and listening.

Mastering vocabularies means that the learners enlarge their knowledge about words and its usage in learning English.

b. Teaching Vocabulary

Teaching vocabulary means how the teachers manage and provide the learning process by using some strategies and techniques to help the learners improve their skill of vocabulary. Teaching vocabulary is where the teacher manage the learning process in order to help the students mastering their vocabulary skill.

c. Information-Gap Tasks

An information gap activity is an activity where learners are missing the information then they need to complete a task and need to discuss with their partner find it. Information-gap task is where the learners need to find out what information are missing based on the tasks.