

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research problem, objective of the study, significance of the study, scope and limitation of the study, hypothesis of the study, and definitions of key terms.

A. Background of the Study

In English, there are four components of language skills covering listening, speaking, reading, and writing. Talking about the four language skills in English, it will be never far from vocabulary mastery. It is because without a good vocabulary mastery, someone will be difficult to speak or even understand a short text. A good vocabulary mastery is one of the most important aspects in learning foreign language because the ability of the language learners to read and to comprehend the subject is relatively determined by their vocabulary mastery (Brown, 2001). Having a lot of vocabulary helps learners to express their ideas precisely.

Just like in Senior High School, students have four language competence like reading, listening, speaking and writing. As Manurung (2003:13) states that the ability of speaking, listening, reading and writing English depend on the mastery of vocabulary and grammar. The ability to master vocabularies is very crucial in the Senior High School. Vocabulary is one key to improve the English achievement. Students who have lots of vocabularies are easier in their study and

learning process. Without good vocabulary mastery, students will face difficulties in their study. When they do not know how to enrich their vocabulary, students often gradually lose interest in learning. However, in the Nunan (1991:117) River argued that acquisition of an adequate vocabulary is essential for successful second language use. Without an extensive vocabulary, we will be unable to use the structure and function we may have learned for comprehensible communication.

One of the aims of teaching English is to enhance students' understanding about English vocabularies which they might find in their environment. But in fact, many students of Senior High School often find difficulties in using foreign language such as English because they lack of vocabulary, they often get difficulties to memorize the meaning of the words after they get the meaning in the dictionaries. This phenomenon happens in the process of vocabulary mastery in the Senior High School students of MA MA'ARIF UDANAWU. Based on the research at eleventh grade students of MA MA'ARIF UDANAWU in the topic of personal letter in the reading section by the title "Letter to God", the students are asked the teacher to translate all the short story "word by word". When the teacher try to ask the meaning of general word they just keep silence or they said that they don't know the meaning. Moreover, when the teacher continued and reviewed the material, lots of students forgot the vocabularies again and again. In here the researcher found that most of students had many problems in mastering vocabulary and this situation make them feel lazy to study English. Namely, the students' have low ability in memorize vocabulary, the students' have less practice their vocabulary, the teacher still applies a traditional method. These cases are kinds of the proof that the students have problems in their English words mastery.

Based on the result of doing preliminary study, it is found that the students difficult to remind their vocabularies because of some reasons, those are: Firstly, the students are difficult to recall the vocabularies. They just get the vocabulary and the meaning from their teacher or dictionary to be remembered. Perhaps, this conventional method is not good enough because they do not have something that burn in their mind. On the other hand, students must think and recall the other lessons that make them bored. So, the teacher must have good method to teach vocabularies with the pleasant ways that make students enjoy. Secondly, students are difficult to master vocabulary because minimum motivation and creativity from the teacher. Teacher focuses on the main topic according to the curriculum than the support material.

As we know that to teach vocabulary is a hard work. Vocabulary is usually taught by using senses, songs, stories, and rhymes, which are considered as effective ways of practicing the language. Other ways of teaching vocabulary include repetition, usefulness, definitional, and contextual information and actively finding out the meaning of words. But nowadays teacher should build a better strategy to make the students more interesting to learn vocabulary and improve their knowledge about the new words. Without a better strategy students will easily forgotten about the new words that they find if they not use that for communication or develop them. One of strategy that can be applied by the teacher to enrich student's vocabulary mastery is that by using vocabulary self-collection strategy.

According to Haggard (1982) Vocabulary Self-Collection Strategy is an interactive learning instructional strategy that promotes word awareness, activeness of students are needed in identifying important words from their reading to share with members of their class. In this case, students are allowed to learn the words that they interest in. The students are also allowed to find the meaning of the new words. This strategy focuses on the words that the students want and

need to know, the words that they are curious about and get interested in. Beside of that, based on Indriana Juwita (2013) Vocabulary Self-Collection Strategy is a strategy that interesting and enjoyment for the students. The student's vocabulary will be increased and this strategy also helps the students to understand the words based on the context. Syayyidina Ali (2017) also said that Vocabulary Self-Collection Strategy could enriches students' vocabulary knowledge and makes the learning of vocabulary more interesting.

Based on the description above the writer is interested in searching the effect of vocabulary self-collection strategy with students' vocabulary mastery. This research is done for knowing and exploring the effect of using vocabulary self-collection strategy and the vocabulary mastery of the students. Accordingly, the research is entitled: The Effectiveness of Vocabulary Self-Collection Strategy on Students' Vocabulary Mastery at the First Grade of MA MA'ARIF UDANAWU.

B. Research Problem

Based on the background of the problem mentioned above, the research question in this research is;

Is there any effect of using vocabulary self-collection strategy with students' vocabulary mastery in the first grade of MA MA'ARIF UDANAWU?

C. Objective of the Study

Based on the research problem, the intended of the study is to investigate the effect of using vocabulary self-collection strategy with students' vocabulary mastery in first grade of MA MA'ARIF UDANAWU.

D. Significance of the Study

This research aimed to;

1. Teacher: the teacher can know the level of student vocabulary and to develop skills, as well as planning the use of a strategy of teaching by vocabulary self-collection strategy as one of the strategy as well as ways to enhance the activity of teaching-learning and English skills of students.
2. Other researchers: the results of this research can be used as an input by those who want to conduct related research about teaching vocabulary and *vocabulary self-collection strategy* as reference.

E. Scope and Limitation

The scope and limitation of this research included the descriptions about the effect of students' vocabulary mastery by using of the Vocabulary Self-collection Strategy for teaching vocabulary for the first grade students in MA MA'ARIF UDANAWU.

In this research, the writer cannot take all of the students in MA MA'ARIF UDANAWU because we have limited time to research. Besides, it is impossible to take all the population in that school. Finally researcher decides to take sample from X MIA 5 and X MIA 6 that have similar grades.

F. Hypothesis of the Study

From the problem the writer has state above, the writer submits the hypothesis as follow:

- Alternative hypothesis

There is any effect between the used of vocabulary self-collection strategy for teaching vocabulary and students' vocabulary mastery.

- The null hypothesis

There is no effect between the used of vocabulary self-collection strategy for teaching vocabulary and students' vocabulary mastery.

G. Definition of the Key Term

In this part, there is some explanation from the title mentioned in the previous items. The title "The Effectiveness of Vocabulary Self-Collection Strategy on Students' Vocabulary Mastery at the First Grade of MA MA'ARIF UDANAWU".

The definitions of key terms are as follow:

1. Vocabulary Self-Collection Strategy

Vocabulary Self-Collection Strategy is a cooperative vocabulary activity that allows both teachers and students to share words they wish to learn and remember.

2. Vocabulary mastery

Vocabulary mastery is great skillfulness and knowledge of vocabulary. Here, vocabulary mastery is the vocabulary mastery of the first year students of MA MA'ARIF UDANAWU.