CHAPTER I
INTRODUCTION

A. Background of the Study

Language as part of communication is used by human to interact each other in case of conveying ideas, feelings and thought. As one of the most used language, English widely known by people to communicate internationally. So, learning English is becoming more important nowadays.

Brown (2001:232) states that a study of language includes four skills, they are: listening, writing, speaking, and reading. These provide the ability to use language, but in fact many students in Pesantren Muhammad Saman in Diski cannot use the language because they do not have the knowledge about those four language skills. So, the teacher should know the process of applying the change in their teaching technique, especially in teaching language skills.

In encoding and decoding ideas, feelings or thoughts especially in formal situations such as in classroom, seminar or other circumstances, one cannot convey it without having structured vocabularies that distinguish the utterance so listeners or readers can understand.

In the learning process, vocabulary is one of the basic elements in achieving language skills. Clearly, vocabulary as one of the language components and as supporting element to the mastery of the four skills very important in learning language. By having sufficient vocabulary, students will be able to communicate well, especially English.

It is imperfect if vocabulary stands on its way without arranged into sentences that convey meaning. Vocabulary in this case will be used in writing which has main role to drive the ideas, thoughts or feeling encoding those words into text.

Writing is one of the tools of communication that convey ideas, thoughts or feeling indirectly through written text. This way of communication has been a mass need where nowadays so many media can be used for writing ideas, thoughts or feelings, media social for instance. Writing also used for communication for distance matter.

In writing, as Hyland (2002) argued that one should master multiple skills and the most important is vocabulary as explained above. The role of vocabulary in writing is as basic component to build ideas, thoughts or feelings. So, it is urgent for students to master vocabulary in case of improving writing skill. Writing, as it is encoded to text, has genres in vary. In this case, it will be specified in descriptive text as focus.

After being interviewed, teacher in Pesantren Muahmmad Saman in Diski stated that the students lack of vocabulary caused by the ignorance of the new way to improve their vocabulary in English. They use memorizing to have words stick on their mind and it happened for many times they forgot the vocabulary while they were speaking or writing. They wanted to utter something they already arranged in their mind but eventually stopped because they didn't know the words.

A conventional technique of vocabulary mastery is memorizing. This technique conducted by memorizing word by word. This technique is sufficient at the beginning but it is no longer when it comes to be tested later on. Students only focus on how to memorize those words without having any further understanding how to link from one to another which has the same character or class. Once teacher tests the vocabulary, most of students will forget because the lack of understanding and mastery.

There are many techniques in teaching vocabulary such as Jigsaw, Rotating Circles, Snowball, Think-Pair-Square, and Word Webbing. The technique will be specified is word webbing which has fresh and new way of mastery the vocabulary. Hence, fun and enjoyable is the focus of the way of teaching vocabulary the students prefer to. This stimulates students to be active in class and independently think how one word has connection with others.

Word webbing technique makes students easy in learning vocabulary and improves their vocabulary. By using word webbing technique, the students can develop their idea or their vocabulary based on their knowledge. This technique is helpful for the students because they are not forced to memorize random words the teacher wants. They can mention words that have connection with the given word freely. They may use circle or square and make line to connected words and so on. This is more interesting for students to learn for in class so all students will have their own turn to be an active participant.

Zarei & Gilani (2013) have did a research about collaborative techniques that includes some techniques (Jigsaw, Rotating Circles, Snowball,

Think-Pair-Square, and Word Webbing) to see the differences and to compare the effectiveness of those methods. Participants were 86 male and female EFL learners, at language institutes in Qazvin, Iran, ranging in age from 17 to 21 years old. The learners' level of proficiency was pre-intermediate to intermediate. Participants were studying in five classes. Each group was randomly assigned to a different treatment condition. After being tested, word webbing technique has the highest mean that shown 23.11 and the range is between 18.46 and 23.11. By reading the research, can be concluded word webbing has a high contribution to enhance students' vocabulary achievement. Accordingly, word webbing will be used to see the significance of students' vocabulary achievement in writing descriptive text.

B. The Problem of the Study

Based on the background of the study, the problem is formulated as:" Does the Word Webbing Technique significantly affect the students' vocabulary achievement in writing descriptive text in Pesantren Muhammad Saman in Diski?"

C. The Objective of the Study

The objective of the study is to find out whether Word Webbing Technique significantly affect students' vocabulary achievement in writing descriptive text than the conventional technique.

D. The Scope of the Study

There are many techniques or methods of teaching vocabulary, for example showing object or picture, matching word with definition, memorizing and so on. In this study, problem is bordered only on applying word webbing on students' vocabulary achievement in writing descriptive text.

E. The Significance of the Study

The result of this study is targeted for:

Theoretically:

1) For other researcher: To provide information and can be a comparison to another techniques or methods about technique of teaching English and to be additional information to those who research the same technique

Practically:

1) English teacher: As information in expanding the way of teaching vocabulary in class for students' further achievement.

2) Students: As additional information to increase their ability to develop their vocabulary achievement by using word web and as another enjoyable way of learning English in classroom.