

# CHAPTER I INTRODUCTION

## A. The Background of the Study

According to Brown (2001), language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another. English language is the most important one in the world. It is not only as an international communication means but also to access the science and technology. In Indonesia, English is very important for students of all levels to master in order to be able to communicate with other people from foreign countries. It also taught at all levels, from elementary school level up to university level. Become an important subject, students are expected to master English.

In order to improve their English, there are four language skills that should be learned by the students. They are reading, writing, listening and speaking skill. As one of the basic language skills, reading must be developed by continual practice. Students do not only read the text, but also understand the information from the reading text. Reading cannot be separated with vocabulary. It is one element that links the four skills of speaking, listening, reading and writing all together. According to Jordan (1997) "Teaching vocabulary is such an important task in teaching English because vocabulary achievement relates to all language learning and it concerns to all four language skills." It is in line with educational unit oriented curriculum (KTSP 2006) "Students are intended to able to listen, speak, read, and write in learning English." It is impossible to master one of them

without mastering vocabulary. In order to communicate well a foreign language, students should master a number of vocabularies and should know how to use them accurately. In other word, vocabulary mastery has important role in gaining the ability of good English.

Based on the writer's experience during the teaching practice program at SMA KesatuanMerantiAsahan, she found that there were still many students who had not enough vocabulary yet. The students found that it was boring to be learned, because the teacher usually applied the same technique in teaching vocabulary. The teacher gave a reading text, asked them to find the difficult words and gave the meaning, and finally asked the students to read and memorize the words. This technique was commonly used but it did not have any impression and enjoyment for the students. The result was that the students might not be interested anymore in learning vocabulary and even get bored. Beside it, most of Indonesia teachers teach vocabulary ordering the students to open their dictionaries when they face unknown meaning of certain words. Sometimes the teacher then solves by giving the meaning of the words without any follow-up that the words are not practiced in communication.

From the previous observation, the writer could say that most of students faced many problems in mastering English words. The problems are (1) getting less motivation to study English, (2) the usual teaching method was in appropriate one, the class become monotonous, (3) no reinforcement, so the students get bored, (4) teaching material merely focus on the student handbook, and (5) no teaching media was relevant. Spears (2000) states “ A lack of vocabulary is

indeed a significant obstacle to good reading comprehension, and so acquiring a stock of new vocabulary words is crucial if you hope to become a better reader.” In other word, if the students want to have good English, they have to improve their vocabulary achievement because learning new words is a long life activity even for people who have finished their study.

Nation (1990) states that there are two reasons why learners are not being able to say what they want to say. First, they do not know enough vocabulary and second, they are unable to put this vocabulary to productive use. From that fact, as teachers, we must have perspective insights for the students need and we must make our students know many words in English because vocabulary is one of the important aspects in language mastery. So, to create participation of students in the classroom in order to increase the student’s vocabulary, a teacher needs to improve students’ activities.

Thus, to solve these problems, the teacher can use several techniques. The aim of using a variety of techniques is to make of the particular lesson easy and motivate students to learn and understand. The teaching technique should make students enjoy the lesson and should make them not bored in learning English. So, the students can speak, read, write and listen by using vocabulary as a fundamental element and the students can finish their assignment without thinking that English is very difficult. One of many techniques is by using STAR technique. STAR technique is an effective technique to solve the problem in students’ vocabulary mastery. It has a close relationship with reading comprehension because to master a whole text in reading comprehension, it is

needed enough vocabulary. Therefore, while applying this technique, students are given before, during, and after reading activity. STAR technique can be also applied to solve the problem of boredom because it prevents students to get bored with conventional teaching method by looking for the words meaning in dictionary.

Based on the explanation above, the research will be conducted by applying STAR technique in teaching vocabulary to the students.

### **B. The Problem of the Study**

In relation with the background of the study, the problem is formulated in the form of a question as follows: “Is there any significant effect to the students’ vocabulary achievement in reading by using Select – Teach – Activate – Revisit Technique?”

### **C. The Scope of the Study**

In Junior High School’s KTSP curriculum, the students are expected to be able to listen, speak, read, and write in English. To achieve these four basic skills, students should have enough number of vocabularies. So this study focuses on applying STAR technique on students’ vocabulary achievement. The vocabulary words that are discussed by the students are connected with reading comprehension text. In this case, the texts used are descriptive text because in syllabus one of the kinds of text for the 8<sup>th</sup> grade of Junior High School is descriptive text, which focus on describing person.

#### **D. The Objective of the Study**

The objective of the study is to find out whether STAR Technique significantly affects students' vocabulary achievement in reading.

#### **E. The Significance of the Study**

The result of the study is expected to be useful theoretically and practically. Theoretically, the result of the study is expected to be useful for the readers to enrich their horizon in theory of English learning and for the researchers for their further study.

Practically, the result of the study is expected to be useful for:

1. English teachers, as an alternative teaching resource to give them more information about another strategy which can be applied in teaching vocabulary in order to improve their competence in teaching
2. English learners, to enable them to improve their vocabulary achievement
3. The candidate of English teachers, as the additional information for their future teaching in the classroom