



CHAPTER I INTRODUCTION

A. The Background of the Study

There are four skills that should be learned by the students. They are listening, speaking, reading, and writing skill. In order to comprehend those four skills, students should mastering vocabulary first. Wilkins (1972) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed (as cited in Carter McCarthy, 1988)

Vocabulary is the very basic thing in learning any language because language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh (Harmer, 2009: 26). Those who want to master that four skills or language, should know vocabulary first. Because vocabulary itself dealing with comprehending and producing language. In relation to reading, there is a strong connection between vocabulary and reading itself. Bromley (2004), in a comprehensive review of research on vocabulary development, concludes that vocabulary knowledge promotes reading fluency, boost reading comprehension, improves academic achievement, and enhances thinking and communication. The more word people have, the easier people can comprehend a text and those words are obtained partially from the text that people read.

According to Marzano (2004), vocabulary knowledge impacts reading and academic success, and it is significant in our daily life and can have practical as well. It is also supported by Pikulski (2004:4) who statethat the learners have to

increase their vocabulary by around 3.000 words a year. The number of vocabulary will influence how well someone masters the language.

In reality, most of the students have less capability in learning English. Many students find it difficult to mastering vocabulary. The students do not understand the meaning of English vocabulary. The process of teaching English vocabulary does not run well, because the students found it difficult to understanding, memorizing, pronouncing the words and it makes them passive in the classroom.

Based on the observation of Grade VIII of SMP Negeri 27 Medan and after interviewing the English teacher, from 20 students it was found that there are 17 students could not pass the minimum standard competence (KKM) of English tests in the first semester and 20 students in the second semester. The score of minimum standard competence is 70. Here are the recapitulations of the students' scores;

Table 1.1 The Eighth Grade (VIII) Students' Score of Vocabulary Test

Semesters	Score	Students	Percentage	Mean
1 st Semester 2012/2013	<70	13	34,48	66,68
	≥70	7	65,51	
2 nd Semester 2013/2014	< 70	17	31,03	68,49
	≥70	3	68,96	

To solve the problems, it needs creativity of the teachers to teach and make their students interested to study vocabulary. So, the writer gives a

suggestion to the teacher to use the suitable technique in teaching vocabulary. There are a lot of techniques and methods in teaching and learning process that can motivate the students and the teacher to get the English teaching effectively.

Therefore, the writer would like to use an alternative technique by choosing “Word-Webbing” to improve students’ achievement in vocabulary. Word webbing is a helpful technique for the students who want to expand their ideas or words to the word given. It can also avoid bored of passive students, and make them more enjoyable because word webbing can build the connections and establish the association between the students and the new information can add the vocabulary of the students.

To support this theory, the writer found some preliminary research that used word webbing as a technique in teaching-learning process. Agustini (2012) *Improving students’ vocabulary achievement through word webbing technique*. It was conducted by using Classroom Action Research. Wahyuningtiyas (2013) *“The effect of Webbing technique on Eighth Grade Students’ Reading Comprehension Achievement at SMP Negeri 7 Jember in the 2012/2013 Academic Year”*. SondangManik (2012) with her thesis entitled *“The use of Word Webbing Technique for Vocabulary Achievement of Husbandry English Class”* The result of her research showed that word webbing technique can effectively improve the students’ vocabulary achievement.

There are also other researches which is analysing the improving of students’ vocabulary achievement, Sihite (2013) *Improving the students’ Vocabulary Achievement in Descriptive Text through Quantum Learning*, Ningsih

(2014) *Improving the Students' Vocabulary Achievement by Using Scramble Game*, and Lumbangaol (2011) *Impoving Students' Vocabulary Achievement through Jumble Letters*.

Therefore, the writer would like to do a study using word webbing technique to give a significant effect on students' vocabulary achievement.

B. The Problem of the Study

Based on the background of the study, the problem is formulated as follows:

“Is there any significant effect of using word webbing technique to the students' vocabulary achievement?”

C. The Objective of the Study

In line with the problem, the objective is to investigate if there is a significant effect of applying Word Webbing technique on students' vocabulary achievement.

D. The Scope of the Study

There are many strategies or techniques that can be used to teaching vocabulary, for example picture it!, scramble, word square, mind mapping, etc. In this study, the problem is limited on applying word webbing technique on students' vocabulary achievement in reading skill in descriptive text.

E. The Significance of the Study

The study is expected to have both theoretical and practical perspectives:

1. Theoretical perspectives

- a. The result of the research will be useful to improve the teaching learning process; not only for descriptive material, but also the other materials.
- b. The result of this research can be used as a reference for those who want to conduct a research about word webbing technique

2. Practical perspectives

a. For the teachers

The writer hopes that this research and technique will be inspiring for English teacher to develop the teaching learning process; not only in teaching vocabulary but also other skills.

b. For the students

This study also expected to encourage the students to develop their vocabulary achievement, especially in reading descriptive text through word webbing technique.