

# CHAPTER I

## INTRODUCTION

### 1.1 The Background of the Study

Vocabulary is one of the important components of teaching English besides the other components such as structure, pronunciation and intonation. Vocabulary has a very important role. If a student is weak in vocabulary mastery, he cannot communicate his thought and ideas clearly as he wants both oral and written. He will not be able to read the text either that is a teaching material at school or existing in magazines, newspaper and so forth and also the ability in listening and reading will be constrained by limited vocabulary mastery. Already a common opinion, having sufficient vocabulary is a capital or a vehicle for smooth communication. Thus the students will not be able to communicate in the target language if his vocabulary mastery is inadequate.

The inability of most senior high school students to communicate in English one factor is due to lack of vocabulary mastery. The results of interviews on students on the preliminary study showed that all class XI students still have obstacles or have difficulty in mastering English vocabulary. The difficulty is related to memorizing, pronunciation of vocabulary, as well as in terms of vocabulary writing. Students assume that when reading a simple text in English, they are difficult to pronounce it

so it is not easy to memorize the vocabulary in the sentence. Furthermore, when they succeed in remembering a vocabulary, they are also difficult to rewrite them. Usually in writing there will be an excess or lack of letters of a word that they write.

When students can master English vocabulary well, it will also be good students on the four existing skills. Therefore, vocabulary mastery will be very useful in conveying ideas. When reading a simple text in English, if the mastery of vocabulary students good, it will easily students can take the information contained in the text. When speaking and listening, if the vocabulary mastery of students good, then students can use their ability to communicate directly with tourists who also use the English. That way people who students know not only people who come from their own country, but from a foreign country. From the above explanation, it can be concluded that the vocabulary is closely related to the four language skills of reading, writing, listening and speaking.

Vocabulary is the most important part of learning a language. Students can master the four skills that exist when first mastering the vocabulary in English. Because if we were able to master the vocabulary of a language, In fact, this vocabulary is the most difficult thing to master students.

Moreover, Bromley (2008:81) emphasizes the importance of enhancing vocabulary knowledge is the main cause of students' failure in language learning. It can be revealed by the candidate students who took the admittance test at SMA MUHAMMADIYAH 2 Medan, which is considered low as presented in the Table 1.1;

Table 1.1 The Average of Students Admittance Test Vocabulary Scores

Academic Year	STUDY PROGRAMS					
	MIA			IIS		
	Class X MIA Plus	Class X MIA 1	Class X MIA 2	Class IIS Plus	Class IIS 1	Class IIS 2
2017- 2018						
The Average Vocabulary Scores	78	68	70	67	66	65

From Table 1.1 it shows that the average score of vocabulary test. The score of the test for each class is obtained by divided the total scores of vocabulary obtained by the total number of the students.

Teacher should not only feel compelled to focus on vocabulary study so that students are exposed to rich, expressive language in which they can use variety of sentence structures, asks questions, make up stories talk enthusiastically about what they see and do. Therefore, effective learning techniques should be thought to provide students with successful vocabulary mastery.

At the time the researcher did the observation while the learning process took place, the teacher taught the material in the book. The teacher used the lecture technique. This is very traditional, where students are required to be active and attractive in the learning process, but what happens is the opposite. Students are not enthusiastic and are not interested in learning the vocabulary that has been provided. Teachers who teach materials say that student books provided by the government

whose contents are based on the 2013 curriculum will enable students to collect, understand and mastered the vocabulary that exists in each material. In fact, it turns out students do not master the existing vocabulary. In this expectation, if a teacher good in teaching, by using the best techniques to teach vocabulary then the result will be good too, certainly the students will master vocabulary well. But in reality, students have low skill in mastering vocabulary. This is triggered by a problem in vocabulary teaching. So, there is a gap between expectation and reality. The problem makes researcher want to find out what causes students not to master the vocabulary. Then the researchers conducted interviews with teachers and students. The result of interviews to teachers is that students are not interested in memorizing vocabulary due to the boredom they face. In addition, it takes a long time to teach vocabulary to students, teachers often skip the vocabulary section and move on to the next material. The results of interviews to students are difficult to memorize and remember vocabulary for a longer time, the difficulty of making a pronunciation on a new word and also not understand in using these words. It is these causes that make the students ultimately weak in learning English and it is also difficult to improve the 4 skills of listening, speaking, reading and writing.

Nowadays, a lot of things can be done by a teacher to improve the quality of vocabulary mastery of students. In this case, the researcher suggests using teaching techniques classroom. There are so many learning techniques that teachers can use. Teachers can also choose appropriate techniques on the material being taught. In this study, the technique that researcher will propose is Anagram technique and Make a

Match technique. Anagram technique is a kind of education game which helpful for the students. Rahman (2016) Anagram is a very important technique to teach vocabulary. There are some benefits of Anagram, anagram help the students more effective in learning and teachers easier to give the teaching of English. Anagram is one way to make students enjoy in the class when the teacher teaches. Because, it makes the situation fun and the knowledge can be developed well. This technique is thought to assist students in understanding and mastery of vocabulary because it can train independence, train memory and improve vocabulary treasuries when used effectively.

Curran (1994), The basic principle of Make a Match is that the students find or match a partner while they are learning a concept or a particular topic in an interesting classroom atmosphere. Make a match is a form of learning by looking for a pair of cards that have been owned and done in pairs, then dealing with each other to explain the meaning of cards owned. One of the hallmarks of this technique is students looking for a partner while learning about a concept or topic in a fun atmosphere. based on the previous research, Dewi (2014) states that the using of Make a Match technique in teaching vocabulary is not only effective to lead students feel more interesting and enjoy doing activity, but also it can give the students opportunities to be active in learning English vocabulary.

The implementation of teaching technique is widely believe to help teachers can create conductive and interesting learning environment in classrooms. Taheri (2016) states that the present study may be a call for language teachers and



researchers in language teaching and learning to pay more attention to second language vocabulary teaching techniques. Teaching technique enhances vocabulary learning and this method is considered as a useful way for improving vocabulary learning and retention. Based on the statement above, the using of teaching technique will create fun atmosphere and the differences learning activities than usual.

### **1.2 The Problems of the study**

Based on the background, this study will investigate the use of teaching techniques and students' interest in teaching vocabulary in the classrooms. Based on the notion above, the problems of the study can be formulated as follows:

1. Is the vocabulary mastery of the students taught by using Anagram Technique higher than the students vocabulary mastery taught by using Make a Match Technique?
2. Is the vocabulary mastery of the students who have high interest is higher than the students who have low Interest?
3. Is there any significant interaction between teaching techniques and interest on the students' vocabulary mastery?

### **1.3 The Objectives of the Study**

In general, this study aims to obtain the description on the effect of teaching techniques and interest on the students' vocabulary mastery. In particular, this study aims to explore:

1. The vocabulary mastery of the students taught by using Anagram Technique and Make a Match Technique
2. The vocabulary mastery of the students who have high interest and low Interest
3. The interaction between teaching techniques and interest on the students' vocabulary mastery

#### **1.4 The Scope of the Study**

This study focuses on the application on Anagram technique and Make a Match technique to improve the students' mastery in vocabulary on XI grade in the second semester. Interest is one of the most significant factors in learning a language can be categorized as high and low interest.

#### **1.5 The Significant of the Study**

The results of the study are expected to be useful for English teachers to enhance students' vocabulary mastery and also further researchers who concern with the use of language teaching and learning research.

This study is expected to provide useful information which has theoretical and practical value for English teachers. Theoretically, the results of this study will give the contribution to the foreign languages, especially English. Meanwhile, practically, the results of the study will provide information for English teachers to develop the most appropriate to enhance students' vocabulary mastery.