CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is an important language because most people from various countries use English as International Language to communicate with other people, and also as a medium to connect the knowledge, science, technology, politics, academics, and also education. To have good English, students have to master four basic language skills. They are listening, speaking, reading, and writing. Besides, they also have to master many important factors, such as grammar, pronunciation, and vocabulary (Allan, 1997). Vocabulary is an important factor in all language teaching (Allan, 1997). When the students communicate by using the English language, they need not only grammar but also vocabulary.

Vocabulary is the most important language aspect (Saputri, 2017). It is the primary step for the students if they need to attain their objective in learning English aptitude. Furthermore, vocabulary is basic to English dialect because without having a sufficient vocabulary, the learners will have difficulty in understanding others' mean or expressing their ideas (Putri, 2019). In fact, most students in Indonesia have many difficulties learning English, especially for mastering vocabulary. Enough vocabulary is needed for someone who wants to understand reading, dialogue, or handwriting in English. Without enough vocabulary, an individual especially a student cannot understand reading texts or producing written text. Without enough vocabulary, students cannot understand

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speech or make speech. In short, it is important for somebody especially students to own adequate vocabulary to speak well clearly with one another.

There are many factors that can influence the students' English vocabulary mastery. According to Suryabrata (Endang Sri Markamah, 2002: 4) states that learning achievement is influenced by some factors, they are social factors (human), non-social (facilities), psychological (creativity, interest, progress), physiology (physical).

Students' interest is also determining the success of students in learning process. Interest is one of the psychological aspects that can encourage people achieve goals. Winkel (1984) states that interest is the tendency to feel settled in the subject field or interest in certain things and feel happy working in that field. It means a person who has an interest in an object, tend to give attention or feel greater pleasure to those objects. However, if the object is not the cause of pleasure, the person will have no interest in the object. Therefore, the level of attention or object pleasure influences the interest level of a person. Slameto (Syaiful Bahri Djamarah, 191) defines interest is a preference and awareness to something or activity without any force. When students have self-awareness in English vocabulary learning, they will be happy and interested to learn it, if they are happy and interested in it, they will study happily and get good achievement in English subject. Hilgard gives definition of interest as follows, "Interest is persisting tendency to pay attention to and enjoy some activity or content" (Slameto, 2003: 57). Interest is constant tendency to pay attention and do something. Activity which is interested by someone will be paid attention continually and happily. Based on the explanations above, the writer can

formulate that interest is student's tendency to like, pay attention and do activity with pleasure, attention, positive attitude, and fulfillment when following the activity that has relation to English. So, if the students have interest in learning especially for English vocabulary, automatically they will be pleasure to do the subject that is given by the teacher and their achievement will also increase.

The other factor comes from the teachers' personality. The teachers have low professional development, such as (1) lack of teaching innovation in using new teaching technique, (2) use inappropriate teaching techniques and medias, (3) teacher's book references, teachers frequently use the handout book and give exercise on it to the students and (4) vocabulary is taught by the teacher through traditional way which known as teachers-centered learning. This traditional approach often represents an exercise in one way communication that places the students in a passive role and which ultimately minimizes the students' ability to develop higher skills such analysis, evaluation and synthesis of idea and concepts. Consequently, students feel bored and do not interest with the materials in vocabulary.

Therefore, their English vocabulary achievement is unsatisfying and hard for them to understand and memorize the new word. Suitable teaching strategies are needed to achieve the teaching English vocabulary, because the achievement of the teaching English vocabulary depends on teaching strategies that teachers apply in teaching vocabulary. So teachers should find suitable strategies and change paradigm of teaching from teachers - centered to become students – centered. It is as the effort to help and to make them to be independent learners.

The teaching strategies are one of effective instrument for the teacher in increasing students' interest in learning process. So that, the studies have been taught by the teacher, it can be achieved by the students well. And by using the interactive teaching strategies, teaching learning process can work and the goal of studies can be achieved well, not only it will make the class to be active, attractive and enjoyable in teaching learning process.

There are many teaching strategies that can be taught by the teacher to the students in the classroom, where the teaching strategies can help the students in raising their interest on mastering English vocabulary. But in this case, the writer just focuses on two strategies; they are Word Wall (WW) and List-Group-Label (LGL).

WW is a collection of high-frequency sight words that are age appropriate, classified into groups or categories, and is located on the wall of a classroom for children to easily see and learn (Brabham&Villaume, 2001; Copper & Kiger, 2003). Additionally, Green (1993) argues that word wall helps to create a print rich environment for students, and can be a wonderful tool that is designed to promote group learning. Regarding to the definition above, word wall is a systematically organized collection of words displayed in large letters on a wall or other large display place in the classroom. It is a tool to use, not just display.

Teachers cannot simply put up words somewhere in the classroom and tell students to use them. Doing a word wall means being selective and limiting the words that are essential to the unit of study. Doing a word wall means making the words accessible by putting them where students can see them. Doing a word wall means adding words gradually; Cunningham (2000) suggests adding five words a

week. Doing a word wall means students have time to practice and to write with the words. Doing a word wall means using a variety of review activities to provide enough practice so that the words become automatic for the students. Teachers who 'do' word walls report that all students can learn critical words. Word walls strategy also serve to teach word analysis and to build vocabulary from units of study.

LGL is the strategy to encourage students to improve their vocabulary and categorization skills and organize concepts. Categorizing listed words, through grouping and labeling, helps students organize new concepts in relation to previously learned concepts. Keeping students actively engaged in various vocabulary instructions can provide students with a sense of comfort and begin to manipulate, research, and use words more in their speaking and writing vocabulary.

LGL is a three part vocabulary strategy used to teach words in a meaningful context. This strategy helps students learn how to organize and categorize vocabulary words and to relate the meanings of new words they are learning with words they already understand. The first step in using LGL is for the teacher to put a word or topic on the board. Students will then make lists of words that go with the word or topic. The students then categorize their words into groups with similar features. The students label each group of words. The students will then read the text, keeping in mind the words they wrote down. After reading, the students will go back to the groups of words they created and re-categorize based on what they learned by reading the text. (Miller and Veatch, 2011, p.25).

WW strategy is one of the simplest strategies but can enrich students' vocabulary. Word wall can also be implemented in students' homes. while the LGL strategy is a little difficult to implement in students' homes without teacher guidance. Thus, the word wall is one of the best strategies to implement to improve student vocabulary. however, student interest can also influence students in mastering vocabulary. For students who have high interest, LGL strategy becomes a challenge for him in getting new vocabulary.

Based on the explanation above, the researcher is intended in conducting a research on the effect of WW and LGL strategies and students' interest on English vocabulary mastery. In other words, this study is intended to find out whether the students' English vocabulary mastery by applying WW and LGL strategies and the level of students' interest toward the students' English vocabulary mastery.

1.2 The Problems of Study

Based on the background above, so the problems of this study are formulated as the following:

1. Is there any significant difference on students'achievement in English vocabulary mastery between students who were taught by using WW strategy and those who were taught by using LGL strategy?

2. Is there any significant difference on students'achievement in English vocabulary mastery between students who having high interest and those who having low interest?

3. Is there any significant interaction between teaching strategies and students' interest on English vocabulary mastery?

1.3 The Objective of the Study

The primary objectives of the study are to answer the question that mentioned in the problems of the study, they can be listed as follow:

1. To find out a significant difference on students' achievement in English vocabulary mastery between students who were taught by using WW strategy and those who were taught by using LGL strategy.

2. To find out a significant difference on students' achievement in English vocabulary mastery between students who having high interest and those who having low interest?

3. To find out whether there is a significant effect between teaching strategies and students' interest on English vocabulary mastery.

1.4 The Scope of the Study

English vocabulary mastery is influenced by many factors such as attitudes, motivation towards vocabulary mastery especially for English, interest, self-efficacy, language uses, background of knowledge, teaching strategies and thinking abilities. All of the factors are affected in successful English vocabulary mastery.

Considering the fact that vocabulary mastery is influenced by many factors, so the writer only focuses her research on students' interest. In this case, the writer focuses on the students' interest in learning English especially in vocabulary mastery activity. Besides, there are many strategies that the teacher can use in enhancing students' achievement in English especially in vocabulary mastery. This study is focused on the application of WW strategy and LGL strategy which is assumed can help students in English vocabulary mastery.

1.5 The Significance of the Study

First of all, findings are expected to be useful for development of the theory and practice. Theoretically, this study will give the positive input for teaching in overcoming problem in area of English vocabulary mastery either to the teachers, students, or researchers through value finding in the area of teaching English vocabulary. Practically, the finding of this research will provide students to improve their vocabulary and to be more enjoyable when English vocabulary mastery process and also teachers with series of guides of English vocabulary mastery (WW and LGL) related with English vocabulary mastery. So, they can practice both strategies in their classroom when they are teaching English vocabulary. Then, it is also hoped that the finding of this study will lead the teachers, students, and other researchers to multidimensional perspectives and give beneficial solution to the problem faced by them so that they can follow up the strategies in other settings.