

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the writer discusses about the background of problem, the identification of the problem, the formulation of the problem, limitation of the problem, research question, the purpose of the research, the significance of the research, and the definition of key terms, and hypothesis.

#### **1.1 Background of the Problem**

In learning english, the students should master four basic language skill. They are reading, listening, writing, and speaking. The four skills are supported by the learning language elements. They are structure, vocabulary, pronunciation and spelling. Therefore, vocabulary is one of the important language elements the students should master. Harris (1996:9) states that vocabulary and grammar are two very important elements shared by all four skills. From the statement above, it can be said that if the students learn all four skills, they have to master the vocabulary. Mastering vocabulary is a basic part to learn English skills.

According to Vermeer (2002:3), mastering vocabulary is not easy because English vocabulary for daily living requires more times, it is more difficult to master by foreign learners than English grammar. The learners should first concentrate on learning that most frequently used and therefore most important English vocabulary for their practical real life needs. Besides, the other difficulties in learning and using English vocabulary fixed word collocations, phrasal verbs,

idioms, proverbs and regional differences in vocabulary usage. Furthermore, there are differences in English usage in English-speaking countries in terms of spelling, pronunciation, vocabulary and grammar. In addition, to help students in mastering English, many teachers have used different methods and techniques for the same purpose, to understand, to learn, and to remember vocabulary more easily. But, sometimes the technique that used by teachers such substitution drill and memorizing words make the student tend to be passive in developing sentences.

In this case, according to the students whom the researcher has taught about English, they encountered problem in mastering vocabulary. They encountered the problem in reminding vocabulary. They only remember vocabulary at that time when they do the substitution drill or memorizing, after that they forget it. They may remember some of the vocabulary, but they forgetting most of the vocabulary that been taught. So the students are not motivated to master their vocabulary. Besides, it is supported by result of interview to the English teacher and students in preliminary study that the students difficulties come from the weaknesses of the students' ability in memorizing the words; therefore they did not have ideas about the meaning of word and when they use it. Secondly, the students often have difficulty when they do the task because the teacher gives them limited vocabulary.

In the process of teaching and learning English in the first year students of SMA Pertiwi 1 Padang, mastery vocabulary is very important. It is because in

their early years, they have many experiences that play a vital role in the development of their study. By mastering vocabulary, they can shape their English and think that English as one of their subjects at school and their careers. It is suitable with the statement of John Langan (1992: 422), he said that a good vocabulary, more than any other factor, was common to people enjoying successful careers in life. Beside that, it is hoped that they will have more vocabulary and will help them in studying English in the university. So that they can use their English in order to communicate to other people from other countries later.

Teaching vocabulary for senior high school students need a good strategy for stimulate students curiosity in learning vocabulary and want to learn more about vocabulary.

Speaking of teaching strategy, it really plays an essential role to support students' motivation and interest in learning English. Motivation which is a source of support to intensify the efforts not only brings positive psychology attitude to the students but also leads them to have chance to acquire their language skill as well. For that reason mentioned above, some linguistics states that the success of teachers in teaching is often measured through the accuracy of strategy they apply. So, the teachers should be able to choose a suitable strategy in order to create a better, interesting and communicative teaching and learning process. For this condition, linguists never stop to explore some strategy to teach English in order to increase the students' achievement in learning English.

Dealing with the fact previously mentioned, the researcher needs to try to carry out a research in teaching vocabulary. In this case, the researcher believes that Venn Diagram is a very good strategy to be applied in teaching vocabulary. It is based on Teaching vocabulary to English Language Learners (2012) that published by Teachers College Press which declared that it is one of the most effective teaching strategies for vocabulary development. Teachers who include Venn Diagram in their instructional practice can improve their students' academic performance. It means that Venn Diagram has been successful to be an interesting strategy. By applying this strategy, the students will be situated to discuss the upcoming topics which have relation to their prior knowledge and then enable them to compare and to contrast the meaning in each paragraph. This case will help the students to understanding the topic they learn and memorize the vocabulary as well. Therefore, they can achieve the goals of learning process.

Venn Diagram basically retains individual element in which students work individually to write down the appropriate vocabulary from the topic given by the teacher. In short, the researcher simplifies that to overcome the problem of teaching vocabulary, the teacher needs to apply Venn Diagram strategy which will intend the enthusiasm of students in learning activities. Applying Venn Diagram is expected to solve the problem and to bring good improvement in students' vocabulary.

Based on the explanation above, the researcher is interested in conducting a research under the title *"The utilizing of Venn Diagrams to develop students ability in vocabulary mastery at SMA Pertiwi 1 Padang"*.

## **1.2 The Identification of the Problem**

There are several components of language and one of them is vocabulary. Vocabulary is important in processing four skill in English. Vocabulary is knowledge of word and word meanings. There are many aspects that are related to vocabulary. According to Gaona and Gonzales (2010:59), there are some aspect that have to be discussed in vocabulary, namely; word meaning (synonim, antonym, connotation, and collection), and word class (noun, verb, adjective, and adverb). The aspects discussed in this research are word meaning, and word class.

Word meaning is the meaning of a word or expression; the way in which a word or expression or situation can be interpreted (Harmer 2001:45). It is including synonym, antonym, and contextual meaning.

Word class is group of words all of which are members of the same from class or part of speech (Nation 2001:55). English has four major word classes: nouns, verbs, adjective and adverbs.

There are some problem at the tenth grade of students in SMA Pertiwi 1 Padang. The first problem is students difficulty in memorizing word because they are still applied in conventional strategy such as substitution drill and memorizing word. Especially, in memorize the four major word classes (noun, verbs, adjectives, and adverbs). They do not know the meaning of a word, even though it is usually use in teaching learning process. The second problem is the students have difficulties when they do the task because of limited vocabulary. It is hard

for them to do the task because they do not know the meaning of the word and how to combine a word to be a good sentence. Having limited vocabulary is also a barrier that prevents students from learning a language. If learners do not know how to expand their vocabulary, they gradually lose interest in learning. Many students consider learning vocabulary a tedious job. Generally, they lack of interest in learning English language as they find it is difficult subject to learn. As a result, most students dislike learning English; and although they attend English lessons, they are not interested in learning or speaking English properly.

To overcome the problems, the effective strategies are needed to be applied, and by using Venn Diagrams is supposed to be able to overcome students' problems in developing their vocabulary mastery.

So, this strategy can be implemented by teacher to solve the problems above.

### **1.3 Limitation of the Problem**

Based on the identification of the problem above, the problem of this research is limited to the utilizing of Venn Diagrams to develop students ability in vocabulary mastery at SMA Pertiwi 1 Padang. Futhermore, this study focuses on the students ability, vocabulary mastery and venn diagrams.

#### **1.4 The Formulation of the Problem**

The problem of this study is formulated in the following question : “Is there a significant different achievement bythe utilizing of Venn Diagram to develop vocabulary mastery of first year students of SMA Petiwi 1 Padang?”

The English vocabulary mastery in the research problem above stated as ability of the students to define a word and use it correctly.

#### **1.5 Hypothesis**

Hypothesis is a temporary statement that the validity must be tested in the research. Hypothesis is this research are as follow:

H1: There is a significant different achievement of students’ vocabulary thaught by using Venn Diagrams and students taught by using conventional media.

H0: There is no a significant different achievement of students’ vocabulary taught by using Venn Diagrams and students taught by using conventional media.

#### **1.6 The Purpose of the Research**

Based on the hypothesis above, the purposes of this research is to verify the significant defferent achievement of students’ vocabulary development by using Venn Diagrams and students’ vocabulary development by using conventional media. In other words, it aims to prove whether the hyphothesis of this study is accepted or rejected.

## **1.7 Significance of the Study**

The researcher thinks that results of this study would contribute significant contribution to English teacher, students, and researcher.

- a. For English teachers.

Results of this research will give information to the English teachers about the utilizing of Venn Diagrams to develop students ability in vocabulary mastery. This study can be useful as the references to develop students' vocabulary.

- b. For students

Results of this research will make students aware of their own mastery on vocabulary and the utilizing of Venn Diagrams in developing their vocabulary.

- c. For Researcher

Results of this research may be useful for further ressearchers who are interested i doing research related to the utilizing of Venn Diagrams to develop students' ability in vocabulary mastery. In other words, the result of this study can be used as references for next researcher.

## **1.8 The Definition of Key Terms**

The writer will clarify the terms used in the title to make this thesis easy understand:



1. Utilizing

Utilizing means the use of.

2. Mastery

Mastery means great skill or knowledge, complete control. In this research, mastery means the students mastery in their vocabulary.

3. Vocabulary

Vocabulary is total number of words in a language.

4. Ability

Ability is the possession of the means or skill to do something or talent or proficiency in a particular area ((English Oxford Dictionaries, 2016)

5. Venn Diagrams

A Venn diagram shows the similarities and differences of the objects, or to compare and contrast two or more objects.

6. Conventional Strategy

Conventional strategy is a teaching technique which is commonly use by teacher such as memorizing word or substitution drill.