

# CHAPTER I

## INTRODUCTION

## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 Background of the Study**

English is an important foreign language for it is an international language used in almost all over the world. In Indonesia, English is taught and learned as a school subject for the purpose of giving the students a foreign language competence. Moreover, the advance of technology and science that is communicated mostly in English also backs up the importance of teaching English.

Recently, much attention has been paid to the possibility of teaching English as early as possible to children. It is assumed that children are better at second language acquisition than adult in the long run. Krashen (1989:43) says that acquirers who begin natural exposure to second language during childhood generally achieve higher second language proficiency than those beginning as adults.

English teaching has the purpose of providing the students with the four language skills: reading, listening, speaking, and writing. The development of these four language skills cannot be separated from vocabulary. Learning a language means learning its vocabulary. Therefore, vocabulary is the key of mastering a language. It should be given the first priority in the process of

language teaching and learning, right from the beginning, that is in the primary school.

Teaching vocabulary to children can be done by giving them a list of words that have to be memorized. Unfortunately, the traditional method of presenting lists of unrelated words for rote learning has been rejected as being excessively tedious, wasteful and generally ineffective. It seems hard to learn vocabulary in that way because the students memorize every word one by one in isolation. Supporting this, Cross (1992:10) states that whatever the mode of presentation is, teachers should try to link all the new words in some way. Moreover, he also says that fitting new words in a network that the students have already had on semantic ground or by the topic is very useful.

Feeling interested in Cross' statement, the writer suggests implementing vocabulary network to enlarge the students' vocabulary because it brings many advantages. The writer believes that applying this method can help the students to gain a larger vocabulary of useful words. This study which is entitled " Teaching Vocabulary Meaningfully to the Students through Vocabulary Network: A Case Study at Eddy's English Course Jember" is conducted to find out whether teaching vocabulary through Vocabulary Network can enrich the students' vocabulary.

## **1.2 Statement of the Problem**

Based on the background of the study, the major problem of this study is stated as follows: "Does teaching vocabulary to the students of Eddy's English

Course Jember through Vocabulary Network significantly enlarge the students' vocabulary as represented by their scores?"

### **1.3 Objective of the Study**

Closely related to the statement of the problem above, the objective of this study is to find out whether teaching vocabulary to the students of Eddy's English Course Jember through Vocabulary Network significantly enlarges the students' vocabulary as represented by their scores.

### **1.4 Hypothesis**

To answer the question above, the following hypothesis is stated:

Null Hypothesis:

There is no a significant difference between the students' vocabulary score before the treatment and their scores after the treatment.

Alternative Hypothesis:

There is a significant difference between the students' vocabulary score before the treatment and their scores after the treatment.

### **1.5 Significance of the Study**

This study is expected to give contribution to English teachers, especially in teaching vocabulary to students. It is also expected to meet the needs of teacher to find a method to teach vocabulary to their students.

## 1.6 Assumption

This study was carried out under the following assumption:

The scores of vocabulary represent the students' vocabulary achievement.

## 1.7 Definitions of Key Terms

To avoid misunderstanding, the writer defines the following key terms:

### Teaching

Teaching, in this study, is a process that provides language experience, for every lesson must inevitably contribute the extension of the pupils' acquisition with the language (Morris, 1952:1-2)

### Vocabulary Network

Vocabulary Network is a group of some words in a network that are related based on their sense relation and the words category (Harmer 1991:165)

## 1.8 Scope and Limitation of the Study

There are various techniques used in teaching vocabulary to young learners such as using songs, pictures, games, and others. Here, the writer combines this study to use Vocabulary Network and the other techniques to teach vocabulary.

This study also limits to the teaching of **CONCRETE NOUNS** since it deals with children.

## **1.9 Organization of this Thesis**

There are five chapters presented in this thesis with the following organization:

Chapter I is Introduction. It contains background of the study, statement of the problem, hypothesis, assumption, objective of the study, significance of the study, definitions of key terms, scope and limitation of the study, and organization of the thesis.

Chapter II is Review of Related Literature. It concerns with the theory of Teaching Vocabulary and Vocabulary Network. Chapter III deals with Research Methodology consists of research design, population and sample, materials, the research instruments, procedures in collecting the data, and technique of data analysis.

Chapter IV concerns with Findings and Discussion. Finally the last chapter, chapter V, deals with the Conclusion and Suggestion.