

CHAPTER I

INTRODUCTION

In this chapter, the writer would like to discuss the background of the research, problem identification, problem statement, objective of the research, significant of the research, hypothesis, and thesis organization.

1.1 Background of The Research

In English language learning, there are four skills needed to master. They are listening, speaking, reading, and writing. The skills make people easier to communicate in a foreign language. In addition, when we communicate with others, we must have acquisition of vocabulary of English to understand the meaning. The acquisition of vocabulary would help people in gaining and understanding the process of knowledge transferred. Pourgharib & Rohani (2013) said that students learning a foreign language – most of the time – tend to forget or misuse new words. It means vocabulary has an influence in learning English.

Vocabulary is considered as an important element in language learning. In fact, many students feel that vocabulary learning is boring since they have to memorize unfamiliar words and spelling without changing their habits such as writing words on paper. Most of students are even not interested in learning new vocabulary. Thus, it makes them believe that English language is a difficult subject.

Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language (Alqahtani, 2015). Vocabulary knowledge is often viewed as a critical tool for a second language learner because of a limited vocabulary in second language impedes successful communication. Alqahtani (2015) states that vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. Based on the statements above, vocabulary is very important

because of when we learn other language we have to know the meaning. It means we have to know the word that we want to say.

Based on the reality that the writer got during teaching practice program (PPL), the writer found some problems in the English teaching and learning process. The problem was related to the students' vocabulary mastery. The students have low vocabulary mastery. They used their dictionary to find out the meaning and translate every single word in the text. Next, the students were not interested in memorizing the vocabularies. They said English was a difficult subject and they did not like English. The last problem was related to the teaching technique used by the teacher. The teacher only focussed on the material that students have to discuss and also used traditional method in teaching English.

Based on the fact above, the writer believes that some efforts are needed to solve the problem in the teaching English vocabulary. One of them is by using spinner. Spinner is one of the kid toys in this era. Spinner becomes one of the game for kids in any situation. A spinner game and the method of playing the same for providing a fun-filled game which gives an advantages to player having a high degree of coordination (Kielar, 2003). In addition, spinner can be a distraction device that reserved for those who have trouble focusing in any situation. It indicates that spinner used as a media in some area including in playing games.

In conclusion, spinner is one of the board game that use in some situations. Therefore, in this research the writer used spinner in teaching vocabulary as an alternative way to support English teaching and learning process because students generally like to learn new way that is rarely used in teaching and they would be happily by expressing themselves through real actions to explore their ability and it was suitable for their ages. Hopefully, spinner can minimize the students' difficulty in learning vocabulary. So, the students could improve their vocabulary by using spinner and their English is better than before.

1.2 Problem Identification

Based on the reality that the writer got during teaching practice program (PPL) in MTs Mambaul Ulum Mambak Pakis Aji, the students have low vocabulary mastery. In learning English, they used their dictionary to find the meaning and translated every single word in the text. Most of them did not have their own dictionary and they had difficulties in memorizing their vocabularies because they thought that English was difficult subject. They did not have confidence in their ability and they were afraid of made mistakes.

The next problem was related to the teacher. He did not know how to make the students interested in the lesson. He applied a traditional method and made students bored and unmotivated to learn in the class.

1.3 Problem Statement

The problem statement of this research: “Is there a significant difference between the vocabulary mastery of the seventh grade students of Mts Mambaul Ulum taught with and without using spinner?”

1.4 Objective of Research

The objective of the research was to examine whether there is a significant difference between the vocabulary mastery of the seventh grade students of Mts Mambaul Ulum taught with and without using spinner.

1.5 Significances of Research

The result of the present study is expected to give both theoretical and practical important as following:

1. Theoretically

The result of this research could be used as a model of teaching learning or a basis for offering a model of teaching and learning process.

2. Practically

- a. For the students in general, the study can improve the students' vocabulary and become a good experience of vocabulary learning.
- b. For teachers, the study gives input in enriching their teaching media to implement in the classroom.
- c. For the writer, the study will bring her to a better understanding of improving students' vocabulary and give practical contributions to her on how to improve students' vocabulary using spinner as a media in teaching English.
- d. For other researcher, the study could be a kind of references to conduct the same type of research.

1.6 Hypothesis

Ho : There is no significant difference between the vocabulary mastery of the seventh grade students of Mts Mambaul Ulum taught with and without using spinner

Ha : There is a significant difference between the vocabulary mastery of the seventh grade students of Mts Mambaul Ulum taught with and without using spinner.

1.7 Thesis Organization

This thesis organization give the readers a complete explanation what the writer writing about. The writer presents the general thesis organization as follows:

Chapter one presents the introduction which consists of background of the research, problem identification, problem statement, objective of the research, significant of the research, hypothesis, and thesis organization.

Chapter two explains the review of related literature which consist of previous study, review of related literature which consists of

teaching vocabulary (definition of vocabulary, kind of vocabulary, the importance of learning vocabulary, teaching vocabulary, the technique of teaching vocabulary) and spinner (definition of spinner and teaching vocabulary by using spinner) and theoretical framework.

Chapter three describes methodology of the research which consists of research design, population and sample, instrument, the schedule of collecting the data, try-out of the instrument, method of data collections, and method of data analysis.

Chapter four presents the discussion which explains the results of the study.

Chapter five consists of conclusion and suggestion.

