

# CHAPTER I

## INTRODUCTION

This chapter presents some aspects dealing with the topic of the research. They include the background of the research, the problem of the research, objective of the research, the operational definition of the terms, students' vocabulary achievement, the significance of the research, scope and limitation of the research.

### **1.1 The Background of the Research**

The English language is the international language that has been used by everyone in this world. It has become the largest communication needs with other people from another countries. According to Crystal (2003:5) English is now the language most widely taught as a foreign language – in over 100 countries, such as China, Russia, Germany, Spain, Egypt and Brazil – and in most of these countries it is emerging as the chief foreign language to be encountered in schools, often displacing another language in the process. It means English is a very important subject at every level of education. Moreover, in Indonesia English becomes the only foreign language which is included in National Examination or we call *Ujian Nasional (UN)* from Junior High School to Senior High School.

Although English has been learned for many years, the Indonesian students still have their own problems. The problems are varied in four language skills such as listening, speaking, reading, and writing. One of the basic problems that appear in English component which is an important part of a language made

up for those four skills; is vocabulary because the students almost fail to bring it to mind when he needs the words which is exposed in their class. Therefore they have bad performance in their English achievement.

In other words, vocabulary size can represent how people well in using English because word is the biggest part of a language. Therefore, the development of a rich vocabulary is an important element in vocabulary mastery and learning English generally. According to Linse (2005:122) says that vocabulary development is an importance aspect language development and the research that has been conducted in recent years is very exciting.

Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different context, reading, or watching television. Therefore students have to enlarge their vocabulary as much as they can. If they have more about vocabulary they are able to have better speaking, listening, reading, and writing.

Based on the preliminary study through classroom observation that was done during the teaching practice in class VIII-F of SMPN 01 Sukorambi in the 2016/2017 academic year. The researcher found many problems of students at the school that were lack of vocabulary. These findings were supported by the English teacher's admission and the result of the vocabulary test that the mean score was 57.72 and the standard score of English in the school is 75. There were 9 students who got  $\geq 75$  and 20 students who got  $\leq 75$ . It concludes that only 31.03% achieve the standard score, while other 68.96% fail.

In case, Spidergram is used to solve the problems by classroom action research. The researcher used Spidergrams as the technique to arouse vocabulary mastery in teaching and learning. This focuses on inhancing the students' thought to find out the new vocabulary related with the main topic, sub topic, and supports. According to Maftuhah (2010) Spidergram is a technique for gathering and organizing vocabularies by drawing them into a diagram. On her research she said that it consists of a main topic (core concept), sub topics (strands) and supports. Those are used for connecting line while focuses on the main topic or core concept and it develops to become strands and supports.

In conclusion, by using spidergrams the students can improve the relationship between the words which they have known, and they can learn new words from this strategy which make them more recognize which word they need for their better understanding in English.

Based on the explanation above the writer is interested in improving students' vocabulary achievement and active participation. In this case, the writer will do an action research method "Improving students' vocabulary achievement and active participation by using spidergrams of the VIII-F at SMPN 01 Sukorambi in 2016/2017 academic year".

## **1.2 Problem of the Research**

Referring to the background of the study, the research problems are formulated as follows:

1. How can the use of Spidergrams improve students' vocabulary achievement of the VIII-F at SMP 01 Sukorambi in 2016/2017 Academic Year?

2. How can the use of Spidergrams improve students' active participation in the vocabulary teaching and learning process of the VIII – F at SMP 01 Sukorambi in 2016/2017 Academic Year?

### **1.3 The Objectives of the Research**

The objectives of the research are as follows:

1. To know how Spidergrams can improve students' vocabulary achievement of the VIII – F at SMPN 01 Sukorambi in 2016/2017 Academic Year or not.
2. To know how Spidergrams can improve students' active participation in the vocabulary teaching and learning process of the VIII – F at SMPN 01 Sukorambi in 2016/2017 Academic Year or not.

### **1.4 The Operational Definition of the Terms**

It is necessary to make this research clear and avoid misunderstanding between readers and writer. It defines the terms that are used in this research title. They are necessary to be defined clearly are:

#### **1.4.1 Spidergrams**

Spidergrams is a kind of graphic organizers. Spidergrams is a technique of grouping and classifying words or informations into the sub topics which has relation with the central topic. In this research, spidergrams is used as the technique to improve students' vocabulary achievement and active participation in the classroom. This technique focuses on improving the students' thought and mind to find out the new vocabulary related with the main topic, sub topic, and supports. Spidergrams work for some students because their visual design allows students to extend their ideas in any direction they want while.

#### **1.4.2 The Student's Vocabulary Achievement**

This research focuses on the students' vocabulary achievement refers to the students' ability in mastering vocabulary. The aspects of vocabulary are adjectives, verbs, nouns, and adverbs. It deals with how successful the students do the vocabulary comprehension achievement tests which covered large vocabularies. The vocabulary test is given after teaching vocabulary by using Spidergrams. The results of the students test are used to get the correct data in this research.

#### **1.5 The Significances of the Research**

The results of this research are aimed to give the significance to the following the people:

**a. For the teacher**

The results of this research are expected to be one of the considerations for the English teacher of SMP 01 Sukorambi to guide the students' in learning vocabulary process by using Spidergrams to improve their vocabulary achievement.

**b. For the students**

This research is expected to give the students an interesting way of learning vocabulary by using Spidergrams. Hopefully, their vocabulary achievement can be better.

**c. For the future researcher**

The result of the research will give an information for the researcher to conduct another research dealing with Spidergrams on the vocabulary achievement or other skills.

**1.6 Scope and Limitation of the Research**

The scope of the research is concerned in using Spidergrams as teaching learning technique to improve students' vocabulary achievement and active participation. The research will be conducted to the VIII – F class of SMPN 01 Sukorambi in 2016/2017 academic year.