. **CHAPTER I**

INTRODUCTION

1.1 Background of the Research

English has a very important role in the global world which became the official language in a number of major countries and the language of instruction in the global business workforce. Therefore, English defined as an international language. In Indonesia learning English was necessary lesson for student elementary school until university, whether in a formal or informal education. English covered four skills: they were listening, speaking, reading, and writing (johnson, 2008:279). The four skill were supported by the learning language elements: they were structure, vocabulary, pronunciation, and spelling. "A command of many words will make students better writer speaker, listener, and reader ... students with strong vocabulary and students who work to improve a limited vocabulary, are more successful in school" (Langan, 2002:575) furthermore, by mastering vocabulary students are able to master four skills of English. If the students did not master vocabulary. It was imposible for students to perform their English appropietly. Since, vocabulary mastery became a basic knowledge to comprehend all English skills.

According to Al Qahtani (2015: 21) "Vocabulary learning was an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms". Vocabulary was a very important part of learning a language because by studying vocabulary students

could easily master four skill in English. Vocabulary included collection of word. The words were known not only as individual word but also as a group of words that have meaning. Knowing a large number of vocabulary made our understanding became advance in learning and teaching process.

Before the researcher do the research further, the researcher searched some information by interviewing the teacher about the condition of the class and the problem students facing. Most of the students at SMP Negeri 2 Puger class VII G felt difficult to learn English, especially vocabulary. They had difficulties in understanding the meanings, memorizing new words, practicing and they rarely open the dictionary has very rare. Based on the test given to them, the average of students' G class vocabulary score was 45. So, from the result of vocabulary score, it has been confirmed that they had lack vocabulary in English. On the other hand, the students was an active participant so observation checklist not necessary to be used in this research. Furthemore, many teacher focused on the main skills like speaking, listening, writing and reading. It means that the teacher did not fully gave enough vocabulary lesson in teaching and learning process. Learning English not only focus on those four skills, but also vocabulary as an important element of learning English.

Nunan says (1999:178) "work on learning strategies is a part of a more general movement within educational theory and practice which takes a learner centered view pedagogy". It meant that a strategy was a part of educational movement which they used for learning English and practicing took a lot of chance in learning strategies. Vocabulary mastery could be increased if the teacher created a good implication to convey a large number of vocabulary in teaching and learning

process. There were several implication words need to be presented in their typical context, teacher should be clear in stressing a new word, learner needed tasks and strategies in developing vocabulary. Vocabulary aquisition is the most important task facing the language learner (Thornbury, 2002:14).

One of the basic problem was the strategy used by the teacher in the class. In this case the teacher didn't use a suitable strategy in teaching vocabularies for the students. The teacher used common strategy like giving and memorizing vocabularies in the lists context. It made the students felt bore in the class. Teachers did not emphasize that studying vocabulary was an element of English which was very important to learn about mastery of English. To improve the students' vocabulary mastery, the teacher should create various teaching strategy.

A word sorts strategy was one of the alternative ways to overcome this problem. According to Greene and Coxhead (in Gillett, Temple, & Crawford, 2015:51) "word sorts is a hands-on activity allowing students to manipulate words into categories based on their meanings, relationships, forms, and functions". There were two kinds of Word Sorts: closing and opening word sorts. Closing word sorts provided by a teacher and opening word sorts instructed the students to suggest categories for organizing the words. Words can be sorted according to their form, meaning, or function. Using word sorts strategy made students get interested in learning and have enough vocabulary mastery.

Based on the explanation above, the researcher did a research entitle. Improving the VII G Students' Vocabulary Mastery Using Word Sorts Strategy at SMP Negeri 2 Puger in the 2017/2018 Academic Years**.**

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1.2 Problem of the Research

Based on the background of the research above, the reasearch problem was formulated as "How can the used of word sorts strategy improve the VII G students' vocabulary mastery at SMP Negeri 2 Puger 2017/2018 academic year?

1.3 Purpose of the Research

Based on the background of the research, the purpose of the research was to investigate how word sorts strategy can improve the VII G students' vocabulary mastery at SMP Negeri 2 Puger 2017/2018 academic year.

1.4 Operational Definition

In this research there were two variables: independent and dependent variable. An independent variable was teaching vocabulary mastery by using word sorts and dependent variable was the student's vocabulary mastery. The terms, needed to be clarified operationally to avoid misunderstanding of the meaning between the writer and reader.

1. Vocabulary Mastery

Vocabulary mastery was the ability of students to understand the meaning and classifying the words into noun, verb, adjective and adverb. The words were choosen based on material taught for the seventh grade students according to the K13 curriculum. To know the students' vocabulary mastery the researchers looked for the score of vocabulary test.

2. Word Sorts Strategy

Word Sorts Strategy was a strategy in teaching vocabulary in which students categorized the new words and manipulated words into categories based on their meanings, relationships, forms, and functions. Word sorts refered to teaching

learning strategy implemented by sequence of steps. First, a Closing Word Sort, the categories of words were determined by the teacher. Second, Opening Word Sort, the students were able to sort the words into any categories. The purpose of using word sorts strategy was to help students deeper understanding of key concept and vocabulary by classifying the terms into either teacher or student determined.

1.5 Significance of the Research

The results of this research were expected to be beneficial practically elaborated in the following section:

1. The result of the research could help English teachers in teaching vocabulary by using word sorts.

2. Teaching vocabulary using word sorts could motivate and attract students' attention.

3. The research results were expected to be useful for further researchers. The findings of the research could be used as a reference for those who wanted to conduct with the other design and classes or school.

1.6   Scope of the Research

There were two variable in this research, namely the using word sorts strategy and vocabulary mastery. This research intended to students who need more attention to improve students' vocabulary mastery. The research will be conducted on the VII G students of SMP Negeri 2 Puger 2017/2018 academic year.