

CHAPTER 1

INTRODUCTION

This chapter describes some aspects dealing with background of the research, problem of the research, objective of the research, operational definition of the research, significances of the research, and scope of the research.

1.1 Background of the Research

Vocabulary is one of the major components of a language learning which has to be master by learners. Vocabulary itself is word in a specific language which have meaning in which label object, action or ideas that convey information. I will be impossible to learn a language without having vocabulary mastery because learners cannot deliver a certain meaning to communicate with other in a particular language, such as English.

In this research, the purpose of teaching vocabulary is to make students have basic ability skill of vocabulary before to learn reading, speaking, listening and writing. Because students in SMP Muhammadiyah 2 Kalisat have a lack of vocabulary mastery so the effect is the students would not receive the higher score in English lesson. Thornbury (in Putri et al,2017:2) stated “if you spend most your time to study grammar, your English will not improve very much. You will see most improvement if you learn more words and expression”. Moreover Wilkins (in Al Qahtani,2015:22) stated “ There is not much value in being able to

produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say, While without grammar very little can be conveyed, but without vocabulary nothing can be conveyed”. From those expert, we can concluded that vocabulary is important aspect to study.

According the explanation above, vocabulary mastery is important to be mastered as mean to develop four languages skills they are speaking, listening, reading and writing especially and grammatical aspects. By learning a great number of vocabularies, students will able to express their ideas harmonically and easy to learn four language skills. Whereas students who lack of vocabulary cannot express their ideas harmonically or cannot feeling to communicate by using English language.

In teaching vocabulary every teacher have their own method. Teaching vocabulary may be problematic because many teachers are not confident about best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning (Berne & Blachowicz in Al-Qahtani,2015:21) and also the English teacher of SMP Muhammadiyah 2 Kalisat still uses lecture method convey the material of English lesson. Based on the statement above, the researcher tries to offer and interest to solve the problem and choose Brainstorming as the methods

There are some reason of the researcher applies Brainstorming method. First, is to create new style of teaching rather than old fashioned Lecture method. Second, brainstorming is simple and effective when used as a strategy for teaching social studies especially in introduction the new concepts. Brainstorming is a group creativity forum for generate ideas. It is involves helping the learner

and for express ideas that used under discussion method (Al-Khatib,2012:31). Brainstorming has a great importance in the teaching process such as help students to solve problem, an innovative solution, and build relationship among them. And also in the recent research by Purwanto (2015:35) he stated, brainstorming is effective way to increase students' reading mastery. Malkawi (2018:99) stated, brainstorming give significant effect in study grammar. Furthermore, Effendi (2015:679) stated, improving speaking ability by using brainstorming is more effective than without through brainstorming. Moreover, Dewi (2016:15) stated brainstorming is effective to improve students' writing skills. From the result of recent research, it can be concluded brainstorming is effective method to increase English acquisition. And also the research of brainstorming that study about vocabulary mastery is never conducted before in Muhammadiyah University of Jember.

Considering the statements above the researcher interests to solve the problems, the researcher decided to give the title of this research "The Effect of Using Brainstorming Method on Eighth Grade Students' Vocabulary Mastery At SMP Muhammadiyah 2 Kalisat in 2018/2019 Academic Year.

1.2 Problem of the Research

Based on the background of the research above, the problem of is formulated as follow "is there any significant difference on students vocabulary mastery between those are who are taught by Brainstorming method and those who are taught by using Lecture method at SMP Muhammadiyah 2 Kalisat in 2018/2019 academic year?".

1.3 Objective of the Research

The research is intended to investigate whether there is any significant difference on students' vocabulary mastery between those who are taught by Brainstorming method and those who are taught by using Lecture method at SMP Muhammadiyah 2 Kalisat in 2018/2019 academic year.

1.4 Operational Definition of the Research

In this research, there are two terms that are needed to define operationally in order to provide clear illustration about the variables.

1.4.1 Vocabulary Mastery

Vocabulary is a one skill form in English. There are some aspects of vocabulary mastery such as the students' analysis of the noun, verb, adjective and adverb. Noun is a word that refers to a person, a place, a thing, activity or quality. Verb is a word that expresses an action, an event or state. Meanwhile, Adjective is a word that describes a noun and adverb is a word that adds information to a verb.

1.4.2 Brainstorming Method

Brainstorming method is a quick and easy way to generate ideas for problem solving and innovation. The purpose is to stimulate the brain in a new way, logic, spontaneity, originality and creative. There are some steps of Brainstorming method they are: introducing the rule of brainstorming method, starting the subject of problem, expressing the ideas, exhibiting the ideas and improvement, and evaluating the ideas.

1.5 Significances of the Research

This research has two benefits. They are theoretical benefit and practical benefit.

1.5.1 Theoretical significance

This research is beneficial to enrich the theory about Brainstorming method and lecture method to improve vocabulary mastery. In addition, in this research tries to find the significances effect of the vocabulary mastery between the student who are taught by using Brainstorming Method and students who are taught by using Lecture Method.

1.5.2 Practical significance

The result of this research is expected for teacher or other researcher to use or to develop brainstorming method in easy and attractive way especially to increase vocabulary mastery.

1.6 Scope of the Research

The scope of this research is limited to find out the significance of Brainstorming Method and lecture method on eighth grade students' vocabulary mastery at of SMP Muhammadiyah 2 Kalisat in 2018/2019 academic year. The object of this research is limited on students' vocabulary mastery. The researcher uses VIII A as control group and VIII B as experiment group.