

# **CHAPTER I**

## **INTRODUCTION**

The research is concerned with the teaching English vocabulary using word mapping technique at the seventh grade students. This chapter contains the background of the research, research questions, objectives of the research, limitation of the problem, significances of the research, definition of key terms and organization of the research.

### **A. Background of the Research**

English has been generally accepted as an international language. As an international language, English is used both in a global sense for international communication between countries and in a local sense as a language wider communication within multilingual societies (McKay, 2002:12 in Clyne & Sharifian, 2008). Therefore, English is used as an international language to communicate with people in different parts of the world. In Indonesia English is used as Foreign Language that has been taught from the primary school up to university level. Mastering English is an important value especially for students. By mastering English the students can increase abilities in terms of academic and life skills.

In learning English, there are many components and skills. One of them is vocabulary. Vocabulary is an important component because the language itself consists of vocabularies which make language. It can be said vocabulary is the

basic language aspect that must be mastered before mastering English skills. According to Nunan (2005: 121) as cited in Syarifudin (2014), vocabulary is collection of words that an individual knows. From the statement, it can be concluded that vocabulary is the first element in English, by mastering vocabulary the students are able to communicate both orally and written.

Although students realize the importance of vocabulary in learning foreign language, most of junior high school students learn passively cause to several factors. Huyen (2003) as cited in Rahma, Sukirlan & Sudirman (2015) mention the factors are: first, the students consider the teachers explanation for meaning or definition, pronunciation, spelling and grammatical function as boring thing. Second, students only think of vocabulary learning as knowing the primary meaning of new word. Therefore the students ignored all other function of the words. Third, students usually only acquire new vocabulary through new words in the textbooks or when given by teachers during the classroom lessons. For example, learners find many new words in the text and then ask the teacher to explain the meaning and usage. Forth, many students do not want to take risk in applying what have learnt. Consider several factors above, teacher must generate the students interest in learning vocabulary by providing a good model or technique of teaching and make students feel enjoy in learning vocabulary.

Based on the explanation above, teaching vocabulary need a creativity and different technique for increase student's actively in class and stimulates students to use the words that have learned. Previous studies have discussed about investigating technique used in vocabulary teaching and learning (A'lipour and

Ketabi, 2010; Anuthama, 2010; Behlol and Dad, 2010; Nam, 2010; Balci and cakil, 2012; Nilforoushan, 2012; Dunn, 2013; Sitompul, 2013; Elyas and Alfaki, 2014). These studies have proven that there are many strategies or technique that can be used in vocabulary teaching and learning. One of the techniques that can be implemented is by using word mapping. Word mapping is one of most powerful approaches to teaching vocabulary because it engages students in thinking about word relationship. The technique promote students active exploration of word relationships, thereby lead to deeper understanding of word meaning by developing conceptual knowledge related to words (Graves, 2008).

From the fact above, the researcher was interested in conducting a research entitled “Teaching English Vocabulary Using Word Mapping Technique at the Seventh Grade Students”.

### **B. Research Questions**

This research is conducted to answer the following questions as follow:

1. How is the implementation of teaching scenario in learning vocabulary using word mapping technique at seventh grade students?
2. How are the teacher’s and students’ responses toward word mapping technique in teaching English vocabulary at seventh grade students?
3. What are the students’ difficulties in learning vocabulary using word mapping technique at seventh grade students?

### **C. Objectives of the Research**

Based on the research questions above, the objectives of this research are:

1. To describe the implementation of teaching scenario in learning vocabulary using word mapping technique at seventh grade students.
2. To investigate the teacher's and students' responses toward the use of word mapping technique in teaching vocabulary at seventh grade students.
3. To identify students' difficulties in learning vocabulary using word mapping technique at seventh grade students.

### **D. Limitation of the Research**

In this case, the researcher focused on the students' difficulties in learning vocabulary especially through word mapping technique. The researcher choose this topic to find out further information and to know how the teacher and students responses toward of word mapping technique in teaching and learning vocabulary.

### **E. Significances of the Research**

This research is expected to obtain results that will be useful for the teachers, students and other researchers. Hopefully, this research can provide benefits and information of implementation of word mapping technique.

#### **a. For Teachers:**

1. It can be a comparative study for other teachers in teaching vocabulary.
2. It can use this research for teaching materials.

3. To find methods that are interesting, useful and effective in teaching vocabulary.
- b. For Students
    1. To improve students' vocabulary skill.
    2. To increase the students' interest against vocabulary.
  - c. For Next Learning Process
    1. As a reference for the learning process.
    2. To learn about increasing students' knowledge of vocabulary.

## **F. Definition of Key Terms**

The specific term used in this research are defined as follows:

### **1. Vocabulary**

Vocabulary is an important component because the language itself consists of vocabularies which make language. Vocabulary is a collection of words or phrases that are usually arranged sequentially and translated (defined).

### **2. Word Mapping**

Word mapping are visual organizer that contain vocabulary development. Using a graphic organizer, students' can read terms or concepts in several ways. Most of the organizing words involves students in developing a definition, synonyms, antonyms, and a picture for a given vocabulary word or concept.

## **G. Organization of the Research**

These following are how the research organized:

**Chapter I: Introduction.** This chapter presents the research foundation including background of the research, research questions, objectives of the research, limitation of the research, significances of the research, definition of the key terms, and organization of the research paper.

**Chapter II: Literature Review.** The chapter consists of related to theories that relevant to the studies. The theories are conducted from experts and previous studies related to technique in teaching vocabulary that the researcher used in the research.

**Chapter III: Research Methodology.** This chapter discusses the methodology use in conducting the research. It consists of the research method, research design, subject of the research, research instrument, and technique of analyzing data.

**Chapter IV: Result and Discussion.** This chapter provides the result of the research. The research questions meet the answer in this chapter. To make it clearer for the readers, the researcher conveys the discussion of the findings.

**Chapter V: Conclusion and Suggestion.** This chapter draws of the conclusion of the research and also the suggestion to the other researchers who wish to continue this research. This chapter describes the research conclusion and suggestion that is taken from the data analysis of research findin