

CHAPTER I

INTRODUCTION

In this chapter, the researcher explains background of the research, statement of the problem, objective of the research, significance of the research, scope of the research and operational definition.

1.1 Background of the Research

Vocabulary is a key to students understanding and to communicate successfully with others. The aim of learning English language is to be able to communicate with someone in English. Therefore, the mastery of vocabulary is important part in the language. Linse (2006: 121) states that “vocabulary is the collection of words that an individual knows.” It means that vocabulary is list of the words that can be used to communicate with the other.

Coady and Huckin (1997: 5) state that “vocabulary is the central to language and critical importance to the typical language learner.” That means vocabulary is the important thing in language to build the skill and knowledge. Without using vocabulary, someone cannot learn English language well. As we know that vocabulary has been learned from Elementary School until Senior High School. Therefore, when the students get higher level of education, the students should be better to increase their vocabulary mastery. The vocabulary knowledge of Junior High School and Senior High School students’ should be better than Elementary School students’. Although, vocabulary is not one of the four skills in English learning (Reading, Writing, Speaking and Listening), but when someone wants to learn English language, they should be understand well about vocabulary.

Teaching vocabulary in the seventh grade students of MTS Nurul Hikmah Banyuurip Pati is not an easy matter. The teacher should give more attention to teach the students. When the teacher teaches vocabulary, the teacher only asks to the students to read the text, then look for the difficult words and also asks to find the meaning. Not some of students get bored with the situation in the class. In the

seventh grade students of MTS Nurul Hikmah Banyuurip Pati used curriculum 2013 (K13). It means the students should be active in learning process.

Based on the observation, the researcher got the problem that the seventh grade students of MTS Nurul Hikmah Banyuurip Pati in academic year 2018/2019 still having difficulty in memorizing and mastering vocabulary. The teacher should have the creative roles to make them interesting and not feel getting bored in vocabulary learning. Therefore, to make the students to be easy in vocabulary learning, the teacher should have an interesting technique or strategy to teach the vocabulary mastery.

To solve the problem in vocabulary mastery that researcher found, the researcher attempts to use “List Group Label (LGL) strategy” in teaching vocabulary of the seventh grade students at MTS Nurul Hikmah Banyuurip Pati. The reason of researcher chooses List Group Label (LGL) strategy, because, the students can categorize the words based on the theme or topic. They also can build their knowledge of vocabulary. By categorizing the words, the students can recognize and mastering vocabulary. Therefore, this Strategy can improve the vocabulary mastery of seventh grade students at MTS Nurul Hikmah Banyuurip Pati. Ruddell (2005:154) writes about List-Group-Label (LGL) strategy in quoting Moore, Readence, and Rickelman (1989) who suggests List Group Label (LGL) strategy as “a vocabulary-development strategy designed originally for social studies and science. This strategy is similar to semantic mapping.” In this strategy, the students can categorize the words related to the topic into the groups, and give label the groups correctly. By using List Group Label (LGL) strategy, hopefully the teacher can use this strategy to teach vocabulary. Therefore, the students’ vocabulary mastery can be improved by that strategy.

Based on the phenomenon above, the researcher will conduct a research entitled: “Using List Group Label Strategy to Improve the Students’ Vocabulary Mastery (A Classroom Action Research of the seventh grade students at MTS Nurul Hikmah Banyuurip Pati)”

1.2 Statement of the Research

Based on the background of the research, the researcher determines the statement of the problem as follows:

1. How is the implementation of List Group Label (LGL) strategy in teaching vocabulary of the seventh grade students at MTS Nurul Hikmah Banyuurip Pati in academic year 2018/2019?
2. Can List Group Label (LGL) strategy improve the English vocabulary mastery of MTS Nurul Hikmah Banyuurip Pati in academic year 2018/2019?

1.3 Objective of the Research

The objectives of the research based on the statement of the problem founded as follow:

1. To describe the implementation of List Group Label (LGL) strategy in teaching vocabulary of the seventh grade students at MTS Nurul Hikmah Banyuurip Pati in academic year 2018/2019.
2. To find out that List Group Label (LGL) strategy can improve the English vocabulary mastery of MTS Nurul Hikmah Banyuurip Pati in academic year 2018/2019.

1.4 Significance of the Research

The researcher hopes that the result of this research can give significant advantages for:

1. The students

This research can make the students more interested in learning English in different way.

2. The teachers

This research can make the teachers get the new strategy to teach vocabulary mastery of the students in the class.

3. The readers

This research can be a reference for the next research related to the students' vocabulary mastery.

1.5 Scope of the Research

In this research, the researcher will use List Group Label (LGL) Strategy to teach descriptive text in teaching English vocabulary. The researcher only focuses in students' vocabulary mastery related to the material and topic. The subject of this research is the seventh students of MTS Nurul Hikmah Banyuurip Pati in academic Year 2018/2019.

1.6 Operational Definition

Based on the title of the research, there are some terms that should be clarified:

1. Vocabulary mastery is considered of the students' skill to recognize and memorize the meaning of the words in language.
2. List Group Label (LGL) is a strategy that can help students to categorize the words related to the topic. This strategy is design to help the teachers to developing vocabulary mastery of the students.
3. The seventh graders students are the students who are studying in the seventh grade students of MTS Nurul Hikmah Banyuurip Pati in academic Year 2018/2019.

