

CHAPTER I

INTRODUCTION

In this chapter, the research describe the background of the research, statement of the research, objective of the research, significant of the research, scope of the research and operational definition.

1.1 Background of the Research

English have four skill in teaching learning process, there are speaking, reading, writting, and listening. And there are have three language component in english learning process; vocabulary, pronunciation, and grammar. According to Napa In Fiki (2002) stated that vocabulary is one of the language componens and that no language exists without word. Without vocabulary, communication will not occur daily life. Schmitt (2000;75) , for example, notes that second language student need approximately 2.000 word to maintain conversation 3.000 word families to read authentic text, and as many as 10.000 words to comprehend challenging academic word.

Based on the researcher's experienced while practice teaching intership in SMA N 2 Kudus. Student of SMA N 2 Kudus have decreased in term of vocabulary learning. When the researcher teach, there were still many student confused about how to pronounce and also in terms write sentence in a word. In school, they usually use a dictionary to find word that they don't know about the meaning of it. And it's makes students bored with the lesson. This research was conduct in SMA N 2 Kudus, and then after observed the teacher's in here say about learning english in SMA N 2 Kudus is low. While the KKM in SMA N 2 Kudus is 70.

Based on the research previous study, the researcher chose VSS to teaching. The reason is VSS or Vocabulary Self-Collection Strategy which means interactive learning in the class to support improving writing and speaking skills to communication. In teaching the teacher focuses on vocabulary and combine with some word. And find the meaning of this. This strategy make students active and enjoy in class. In process teaching, students can memorize the word are looking for. The researcher was interest in the research tittle "The Vocabulary

Mastery of The Tenth Grade Student of SMA N 2 Kudus Taught by Using Vocabulary Self-Collection Strategy”

1.2 Statement of the Problem

Based on the background of the research above, the following research problem can be formulated as follow : “ is there any significant difference on the vocabulary mastery of the tenth grade students’ of SMA N 2 Kudus before and after being taught by using Vocabulary Self-Collection Strategy (VSS).”

1.3 Objective of the Research

Based on the statement of the problem, the objective of the research is : to describe whether there is significant difference on the vocabulary mastery of the tenth grade students’ of SMA N 2 Kudus before and after being taught by using Vocabulary Self-Collection Strategy (VSS).”

1.4 Significance of the research

The result of the research are expected to be beneficial for the following people:

1. Theoretical

This research aims to provide the information for readers about what is VSS (Vocabulary Self-Collection Strategy) and how to apply VSS in the vocabulary teaching process.

2. Practical

a. For students

This research provide information about vss and especially the tenth grade of SMA N 2 KUDUS, hopefully, it will give more information in learning vocabularies.

b. For teacher

This research can be useful VSS to apply in classs. It’s to find uknown some word, can be used as teaching and learning process. Meanwhile, for the readers in general, this study gives knowledge about applying VSS in the teaching and learning process. Especially in tenth grade of SMA N 2 KUDUS.

1.5 Scope of the Research

The scope of this study is students vocabulary mastery. The writer tries to use Vocabulary Self-Collection Strategy (VSS) to give a treatment of the student in improving their vocabulary mastery.

The writer is going to conduct the research in SMA N 2 KUDUS and the subject of the research is the tenth grade student of SMA N 2 KUDUS. Some treatment that is to give a significant different on English vocabulary competence of the tenth graders at SMA N 2 Kudus.

Furthermore, the writer gives this research scope in describing the difference of Vocabulary Self-Collection Strategy (VSS) in teaching English vocabulary of the tenth graders at SMA N 2 KUDUS.

1.6 Operational Definition

Based on the tittle of the research, there are several terminologies that the researcher feels necessary to be explained:

1. The Tenth Grade Student of SMA N 2 Kudus

The tenth grade of SMA N 2 Kudus is students who studying at SMA N 2 Kudus.

2. Vocabulary Self-Collection Strategy (VSS)

VSS is a strategy used in giving instruction in class. In learning process have time to choosee difficult word.

3. Vocabulary Mastery

Vocabulary mastery is how many students find a word and the meaning. Which is vocabulary is basically used in written and spoken communication.