

CHAPTER I

INTRODUCTION

This chapter presents research background, research problem, research objective, hypothesis, scope and limitation of the research, research significances, and definition of key terms.

A. Research Background

One of the objectives of learning English is to develop communicative competence for spoken and written. In this case, the researcher focuses on vocabulary because it is important for communication purpose. Wilkins, in Thornbury states that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”.¹ Therefore, vocabulary is a main component in language learning which is of all skills in language, example listening, reading, speaking and writing.

According to Nunan “Teaching vocabulary regains an important place in the language classroom, the issues, principles and practice reviewed will become increasingly useful and significant”.² It means that teaching vocabulary is also important in language learning, even though it is just a component in language not skill, but it has an important function in language.

Though everyone knows that vocabulary is important, there are some problems known in teaching vocabulary to students. One of the problems is student’s vocabulary which is limited, and they feel difficult to understand or

¹ Scott Thornbury, *How to Teach Vocabulary*. (Harlow: Longman, 2004), 80

² David Nunan, *Practical English Language Teaching*. (Maylands Avenue: Prentice Hall Int, 1991), 142

memorize the words. Thus, as an English teacher, it is a challenge on how to make students to be able to remember and memorize new words easily, and makes them fun to learn vocabulary.

There are many techniques on teaching vocabulary; one of the examples of teaching vocabulary technique is mapping word. Rosenbaum states that “The map would provide a frame work and, except for the repeated exposure to the same words through practice and testing, it is satisfied all the criteria for effective vocabulary instruction.”³

Therefore, mapping word is a visual means to help students think about and remember words and word usage. Using a graphic organizer, students think about terms or concepts in several ways. Most word map organizers engage students in developing a definition, synonyms, antonyms, etc for a vocabulary word or concept that is given.⁴ So, it is used to improve student’s vocabulary and it is able to help students to memorize easier because students have to find some words, which have relationship to the main word. Students can work in-group or individually.

Harmon in Rosenbaum states that there are eight techniques that teachers use to clarify word meaning for students: synonyms, brief descriptions, examples and non examples, rephrasing, repetition, associations, and unique expression.⁵ In

³ Catherine Rosenbaum. A word map for middle school: a tool for effective vocabulary instruction. *Journal of Adolescent and adult literacy*, 45 nol S, 2001. P.45. www.Jstor.org/stable/40007630/. Retrieved on 4th January 2014.

⁴ “Definition of word mapping”, *ehow*, http://www.ehow.com/facts_6052367_concept-definition-word_-mapping_.html#ixzz2izPqrmEc. Retrieved on 21st October 2013.

⁵ *Ibid*, p 45

this case, the students will feel that learning vocabulary is not difficult and does not make bored, and will be interested and more enthusiastic in learning English.

The previous research was done by Rohania. In her research, she used experimental design. She conducted the research for the seventh grade students of SMPN 1 Mande Cianjur.⁶ The result showed that mapping word technique is effective in teaching vocabulary, and it could improve the students' vocabulary mastery.

In this study, the researcher is interested in using mapping word technique in teaching vocabulary that is never conducted at Vocational High School especially for the tenth grade students at computer technique class of SMK Hasanuddin Pare. The researcher wants to know and wants to give evidence whether or not mapping word is effective for teaching vocabulary to the tenth grade students at computer technique class of SMK Hasanuddin Pare.

B. Research Problem

Based on the background above, the problem of the research is formulated as follow: Do the students taught using mapping word have better vocabulary mastery than the students taught by non-mapping word?

C. Objective of Research

Based on the statement of problem above, the purpose of this research is to know whether the students taught using mapping word have better vocabulary mastery than the students taught by non-mapping word.

⁶ Nia Rohania. *Teaching Student's Vocabulary Through Mapping Word Technique at The Seventh Grade Students of SMPN 1Mande Cianjur* (STIKIP Siliwangi: 2012) Publikasi.stikipsiliwangi.ac.id. Retrieved on 4th October 2013.

D. Hypothesis

The researcher builds the hypothesis to make purpose of this research clear. The hypothesis is: Students who are taught using mapping word have better vocabulary mastery than those taught using non-mapping word.

E. Scope and Limitation of the Research

These scope and limitation of the research are to avoid misunderstanding and to clarify the problem. The scope of this research will be focused on the teaching vocabulary by mapping word technique. The material used in this research is genre narrative text. The research is limited to the tenth grade students of computer technique class at SMK Hasanuddin Pare.

F. Research Significances

The researcher hopes that this research is useful for English teachers, students, and other researchers.

1. English Teachers

This research is expected, be able to help English teachers to give information that mapping word technique is one of the appropriate techniques which can be used to teach vocabulary.

2. Students

This research is expected to be able to help students to improve their vocabulary mastery by using mapping word.

3. Other Researchers

The result of this research can be used by other researchers as a reference and a source of information to conduct further research that is related to the mapping word in teaching vocabulary.

G. Definition of Key Terms

In the definition of the key terms, the researcher will define the key terms related to this thesis. They are vocabulary and mapping word.

1. Vocabulary: The lists of words with their meanings, and must be known by many people to understand the material.⁷ Thus, vocabulary can help students to understand and utter what they want to say.
2. Mapping word: a visual means to help students think about and remember words and word usage. Using a graphic organizer, students think about terms or concepts in several ways. Most word map organizers engage students in developing definitions, synonyms, antonyms, and a picture for a given vocabulary word or concept.⁸

⁷ Oxford Learner's dictionary, fourth edition, (New York: Oxford, 2008), 495.

⁸ "Definition of word mapping", *Ehow*, http://www.ehow.com/facts_6052367_concept-definition-word_-mapping_.html#ixzz2izPqrmEc. Retrieved on 21st October 2013.