

CHAPTER I

INTRODUCTION

A. Background of the Study

English has become a second language in this millennial era. Students feel the need to learn English. According to Harmer (2007) the purpose of learning English is to influence what they want and need in learning English. That way, the results obtained are based on what they learned. For students, learning English is to fulfil the school curriculum. However, for some students, learning English is a choice that they prefer. During their learning activities at school, students received various kinds of English lessons, but sometimes students don't understand the material because of the limited vocabulary they have.

Vocabulary is a critical component of learning English as a second language in this millennial era. There are some relationships between vocabulary and learning English namely comprehension is essential for understanding spoken and written English. Without sufficient vocabulary knowledge, it can be challenging to interpret language and an obstacle to language comprehension. The second relationships are grammar with vocabulary, vocabulary acquisition can help strengthen English grammar knowledge. By learning new words and their contextual use in sentences, students can improve their understanding of English syntax and grammar rules. The third relationships are vocabulary is the key that unlocks greater comprehension of English reading material. Increased vocabulary knowledge

enhances students ability to understand complex texts. Therefore, vocabulary is essential component of mastering English.

Vocabulary is important because learning vocabulary is the principal capital for learning sentence construction and other skills in language. Enriching many vocabularies will make it easier for students to listen, speak, write and read English. Limited time and space in using English as a communication tool is one of the challenges in developing language skills. Vocabulary is needed to acquire by students to achieve their language ability. Tunka (2010) stated that the factor causing the lack of vocabulary is that interest in reading English texts still needs to be higher. Another factor is the need for English literature to support reading interest, and the students dont get English learning outside of class hours. Therefore, some students study English significantly to improve their vocabulary by taking additional lessons outside of school such as taking lessons in *Kumon* private school.

Based on Hidayati (2017) there are different strategies to teach vocabulary at class, such as memorizing vocabulary, learning vocabulary with flashcards and songs, learning vocabulary with games, etc. Even though the teacher applies various methods to improve vocabulary, the teachers still have many challenges such as a lack of time, less active students, and learning activities that does not attract students' attention. While in *Kumon* Private School, the students are divided into some levels according to their abilities. At each level they are given practice excercises until they can master the material at that level. Once they are able to master the material they are allowed to move to the next level. For thus, students can be more focus to

learn English and improve their vocabulary. The approach in Kumon Private School is commonly known as Learning for Mastery approach.

Using Mastery Learning, also known as Learning for Mastery (LFM) is an educational concept that changes the students' vocabulary. In the traditional approach, students are taught materials in a set period, and students' proficiency is determined by what they have learned. In mastery learning, student mastery is determined by how long it takes them to master the content, and it is assumed that all students (given enough time and intervention) will eventually master the content.

According to Bloom (1968), mastery learning is an instructional method that presumes all individuals can learn if provided with appropriate learning conditions, especially for approved students' vocabulary. These are some reasons students should learn English to improve their vocabulary. First, students will get used to learn sequentially according to the skills they should have. Second, students will get used to complete assignments promptly with the correct assignments. Next, students will be more confident with the skills mastered. Moreover, the last students will be more independent in learning English. Using the learning for mastery-approach, students will get all the skills to improve their vocabulary.

Keller (1968) also stated that model of mastery learning that was planned for utilize by person understudies who frequently think about exterior classroom settings. This demonstratre was utilized fundamentally at the collegiate level. Understudies were given a list of guidlines objectives, relegated readings, and addresses and when they accepted that they had aced

each direction objective, they would go to testing center to illustrate dominance. On the off chance that they fizzled this focused on the test. Therefore, learning for mastery was very suitable for mastering the material and increasing vocabulary through a series of activities in learning for mastery.

Some previous studies have the same purpose as this research. There are previous study such as the previous study by Ihsani (2017) and Kusumaningrum (2019) The researcher used the song and snowball throwing game to improve students' vocabulary and audio-lingual method for the technique. There are positive and negative results. The positive result is that students carefully listened to the teacher's explanation and enjoyed the lesson. They were changing students' behaviour to the lesson. The negative results are that some students were still busy with themselves, and some were shy when the teacher asked them to practice. Whereas, the second previous study had results method makes students more active in the learning process. This research results show that 1 of 27 students did not get a high score or was stagnant.

In the next previous study there were Hidayati, (2017) and Kennedy, (2013) the researchers used the think, pair, share learning and evidence based multimedia methods to improve students' vocabulary. Hidayati, (2017), applied the test to know students' abilities. Furthermore, the finding shows that the think, pair, and share learning method can improve students' vocabulary. While, in evidence based multimedia methods the researcher gave students a pretest, and after that, the researcher gave students a story with a used LCD

projector and classroom speakers, and then the researcher introduced a new term to the students. The result of this research shows that the technique made significant growth in improving vocabulary.

In the fifth previous study by Erfiani, (2018) , the researcher used the jigsaw method to improve students' vocabulary. The researcher gave them a pretest and classified the score based on the student's scores. After that, the researcher divided into groups with the name jigsaw group, and they may share ideas, opinions, and comprehension about the material and solve the problem until they comprehend the material. The result is that the student's scores improve significantly after being divided into jigsaw groups.

The previous has a different focus with this research. Those researchers used different methods and used one or more skills to improve their students' vocabulary. In this research, all English skills will be used in the learning process using the learning for mastery approach, such as listening to the audio player and repeating, writing the blank word, and reading the text with teacher correction. The teacher could know that students can listen, speak, read, and write correctly. When students can use those skills, it indicates that students mastered the vocabulary.

Therefore, this research aims was to know "the implementation of learning for mastery approach to improve students' vocabulary at the beginner level in *Kumon* private school". The object of this research is the level A *Kumon* Sudirman Pare Kediri.

B. Statement of the Problem

The researcher conducted research concerning implementing learning for mastery to Improve Students' Vocabulary at the Beginner level in *Kumon* Private Schools. This study formulated with the specific question as follow:

1. How is the implementation of learning for mastery to improve students' vocabulary at the beginner level in *Kumon* private school?
2. What problems do teacher and students face in using the learning-for-mastery approach to improve vocabulary?
3. How is the result of implementing the learning for mastery approach to improve students' vocabulary at the beginner level in *Kumon* private school?

C. Significance of the Study

The significance of this study is addressed to teachers, students, and future researchers.

1. Teacher

For the English teacher, the result of this study, with the existence of this research, is expected to help teachers, especially English teachers, to be able to increase their teaching ability.

2. Student

For the student, the result of this study is that with this research, students can improve their vocabulary to be better.

3. Other researchers

For another researcher, the results of this study can be used as a reference for future researchers for conducting teaching vocabulary using Learning for Mastery approach.

D. Scope and Limitation

This research focused on learning for mastery to improve students' vocabulary at the beginner level in *Kumon* private schools. Learning for mastery in private school supports vocabulary development for the beginner level. This research was conducted to find out the learning activities for developing vocabulary taught in private schools, which compared (1) the implementation of the Learning for Mastery approach to improve students' vocabulary at the beginner level in *Kumon* private schools, (2) the problem which teacher and students face in using learning for mastery approach, (3) the result of learning for mastery approach to improve students vocabulary at the beginner level in *Kumon* private school.

E. The Definition of the Key Terms

The following definitions are provided so that the readers can have the same opinion about some of the terms used in this research. They should avoid misunderstandings. They are as follows:

1. Learning for mastery is an instructional method that presumes all individuals can learn with appropriate learning conditions.
2. Vocabulary is all the words contained in a language. Vocabulary is all the words available, both active Vocabulary used by readers and writers and passive Vocabulary used by readers and listeners.

3. Beginner level is the very basic level for learning English. At this level, a learner will learn basic vocabulary, common expressions, and simple sentences used in daily conversation. Learner at this level usually still have limitation in speaking and understanding in using English.