CHAPTER 1

INTRODUCTION

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

A. Background of Study

Learning language cannot be separated from learning vocabulary. Vocabulary supports the speaker to express their opinions, ideas, and feelings in communication. Vocabulary is the most important component language because it affects the four language skills, there are listening, speaking, reading, and writing. Related in to the importance of vocabulary learning is central to language acquisition, whether the language first, second, or foreign (e-Murcia, 2001,). Generically, vocabulary is the knowledge of meanings of words (Hiebert & Kamil, 2005). Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language (Cameron, 2001). In learning a language, vocabulary is substantial, especially in learning English. Vocabulary, usually developing with age, is used to communicate and acquire knowledge. Acquiring a broad vocabulary is one of the challenges in learning English. Learning vocabulary is often seen as something that is important for English learners because their vocabulary skills will affect success in communicating. (Nation, 2001) further describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge.

The importance of vocabulary is used every day when in class or outside school besides, we can find many English terms in every aspect of our life. One simple example is an advertisement that usually uses English terms to make their products more attractive. This shows us that English is not only found in schools as a subject but also found indirectly in everyday life through various media. Thus, many parents teach their children to learn English early as one of communication.

English lessons, which are typically found in elementary schools, are currently being phased out. As a result, it is no longer taught in elementary school. According to Curriculum 13 (K-13), the use of Indonesian as the national language is emphasized, and many people believe that Indonesian is more important to be taught in elementary schools than English, which is a foreign language. However, this curriculum still has flaws that must be evaluated and revised in order to achieve better educational outcomes. The impact of this curriculum is the difficulty with which students learn English when they enter Islamic junior high school. Despite the fact that English is a category in Local Content, where students study English once a week. As a result, it is extremely concerning to make students feel foreign to English when they begin attending Islamic Junior High School. This is because of the loss of Englishin elementary school English vocabulary in Islamic Junior High School plays a significant role in communication success. Students with a large vocabulary find it easier to understand the words of others, both orally and in writing. Indeed, there are many words in English that we do not understand, so improving vocabulary skills will aid in the success of the English learning process. Based on observations of

Islamic Junior High School students, it is hoped that all students will be able to learn and master English as one of the skills required to enter the globalization era.(Sepyanda, 2017).

As happened in schools that researchers observed. A school is away from the hustle and bustle of the city, which has some obstacles including a lack of vocabulary and teaching resources material so that sometimes English is yet challenging thing for some students. Impact of lack of vocabulary sources causes students have difficulty in improving their vocabulary. Teaching and learning process runs slower. Even this condition getting worse with the use of the old learning basic pattern. Students always see English as ghost and difficult. After conducting interviews with the English teacher at the school, scores also a problem because of the lack of understanding of English vocabulary. Many students whose scores are less than the standard and do not experience improvement. Indeed, it also makes teachers to use the right strategies to overcome them. Therefore, innovation is needed in the learning process to help students change their views on English. One way that can be done is learning English by using games (Shakir, 2019). For example, the make a branch word method which is a word game method.

To overcome this problem, the teacher must choose the right strategies and methods. The right strategies and methods will help students to improve their vocabulary knowledge. Teachers can use CAR or Classroom Action Research consequently they can be applied in the classroom as an action to increase student vocabulary. In addition, interesting methods such as games can also be applied as a different learning effort form before. There are several games that can used in

learning media such as crossword puzzles, sign games, drawing pictures, words game and branch word.

The branch word method is a method of developing words into other words based on the keywords(Purnamasari, Katemba, Panjaitan, 2018). According to Williams and Hannam (2009) as cited by (Purnamasari, Katemba, Panjaitan, 2018)there are several ways and methods to help children improve their vocabulary skills. This is important to do so that learning becomes fun. In research in Bandung, researchers showed the results of using the branch word method to improve students' vocabulary. Gede (2013) as cited by(Purnamasari, Katemba, Panjaitan, 2018), the results show that the average value of the branch word method increased significantly, meaning that the use of the branch word method was effective in increasing students' vocabulary and that is an interesting method. From some the opinions that have been stated above, the background of the researcher uses the branch word method. Observations show that this method is very appropriate to be used in the observed schools where the problem is in the learning process and student scores.

It is expected to be capable of making learning more relaxed, comfortable, and enjoyable, thereby facilitating the teaching and learning process. Branch word is one of the methods suggested. Gede (2013) stated in his research entitled "Improving Vocabulary Mastery through the Word Tree Branch technique for Seventh Grade Students of SMPN 1 Loaddem" as cited by (Purnamasari, Katemba, Panjaitan, 2018). According to the findings of his research, the Word Tree Branch is an effective method for increasing students' vocabulary skills.

When using this method, students become more enthusiastic, creative, and active in their learning.

In Indonesia, there has been a study in Bandung done by Purnamasari, Katemba and Panjaitan (2018) entitled "A Comparison between Word Tree Branch Method and Interactive Word Wall to Improve Students' Vocabulary". This study used comparative study and explained that teacher knows more about the situation in classroomthus teacher choose the best techniques to teach vocabulary. As Gede(2013) said as cited by(Purnamasari, Katemba, Panjaitan, 2018), Word Tree Branch is the Effective method for students in learning English Vocabulary because this method made students enthusiastic, creative, active and also made them think deeper. In Parepare, a study was done by Syakir (2019) entitled "Developing Students Vocabulary at Elementary School by Using Words Game". It is found that in teaching vocabulary we need learning process that trains accuracy but still fun and motivates students to play and an active role in the learning process and also make more relaxed and fun learning can be done by using the game.

B. Research Question

Based on the background of the study, the researcher question can be formulated as follow, "What is a branch word is able to enhance students' vocabulary mastery for the seventh grade of MTs Syekh Subakir 1 Nglegok, Blitar?"

C. Objective of the Study

Based on the problem of the study above, the main objective of this study is to enhance students' vocabulary mastery for the seventh grade of MTs Syekh Subakir 1 Nglegok, Blitar by using branch word method.

D. Significances of the Study

The result of this study is expected to be useful for the teachers and students to give alternative way to overcome their problems in teaching learning process especially in vocabulary skill.

1. For teachers, the result of this study can be used to help teaching vocabulary mastery. Thus, teachers can use this strategy to be able to at least enhance the students' vocabulary.

2. For students, it can also be used as the references one of learning strategies because it will give them a new experience in order to be more interested and enjoy in learning English and as an alternative strategy to enhance vocabulary mastery.

E. The Scope Limitation of the Study

To make this study more effective, researcher makes the limitation of this study. The scope of this study is vocabulary mastery using Branch Word on Descriptive text. To simplify the study, the writer limits the research on using Branch Word Strategy in Teaching Vocabulary Mastery. The limitation of this study is the seventh grade of MTs Syekh Subakir 1 Nglegok, Blitar.

F. Definition of Key Terms

In order to avoid misunderstanding and misinterpretation about the topic of the research, it is necessary for the writer to define the following terms:

1. Branch Word

According to Gede (2013) as cited by (Hidayati, 2015)Branch word is a development technique word, where in one word we can find other words related to that keyword. This can make it easier to remember vocabulary.

2. Enhance

Enhancement is part of a transformative approach to quality, complemented by empowerment (Harvey & Green, 1993). (Vlasceanu, Grunberg, Parlea, 2007) argue that enhancement is the definition of quality.

3. Vocabulary Mastery

Richard (2003: 256) states that vocabulary is a core component of language acquisition and provides much of the basis for how well learners speak, listen, read and write (Jamaris, 2014).