

# CHAPTER I

## INTRODUCTION

This chapter encompasses an overview of this study involving nine sections namely background of the study, limitation of the study, research questions, the aims of the study, significance of the study, hypothesis, research methodology, clarification of terms, and organization of paper.

### 1.1 Background

English is a very important language because it is used in almost all areas of life, such as government, business, entertainment, college, and others. Because of its importance, English has been considered as the first foreign language since the 1950s. Furthermore, as the development of the world, Indonesian are demanded to be able to communicate in English. Therefore, students need to learn English extensively. In addition, teaching English in Indonesia has been developed extensively because English becomes an international language and the compulsory subject at school from elementary until college students.

Although most of Indonesian students have learnt English from primary school, they still find many difficulties in learning English. Many students usually think that classroom will be the only place for them to practice English. Besides, they believe that English is a difficult subject because of some reasons. One of the reasons is that it is difficult to master vocabulary. It occurs since they must adopt the new pronunciation and meaning of the words. Vocabulary is the collection of words that an individual knows (Nunan and Linse 2005, p. 121). Cameron (2001) highlights that vocabulary development is about learning words, but it is about much more than that. It means that learning vocabulary does not just know the

meaning of the words but also they must adapt to their first language and know the pronunciation of it.

Learning vocabulary as foreign language for young learners seems easy but sometimes students feel worried because they have some practical problems. Susan and Wright (2014) point out that there is practical problem for young learners from the beginning of schooling, there are thoughtful differences in vocabulary knowledge among young learners from different socioeconomic groups. That situation also happens in many ASEAN students where Indonesian students as one of them have low proficiency in English because young learners in Indonesia are multilingual and have been learning languages from birth in natural language environments (Kirkpatrick 2012, p. 35).

Furthermore based on this condition some of Indonesian students still have difficulties in understanding English words. Another reason is because of the technique and method which is used by the teachers using traditional method in teaching vocabulary. It means that improving students vocabulary is not only students' responsibility but also the teachers. Therefore, English teacher may find out the solution by creating efficient technique in teaching English vocabulary. Besides, teacher also may create condition which makes teaching vocabulary possible for young learners and learning vocabulary will appear within realistic period of time, as conveyed by Shayer (2003 cited in Hattie 2012) suggesting two basic principles for teachers. First, teachers need to think of their role as the one creating involvements increasing students' practice and skill. Second, learning is collaborative activity meaning that teachers need to focus on all aspects of students' activities in classroom such as group discussion and peer group by encouraging and giving chance for them to share their opinion.

In addition, teacher may find better teaching strategy to teach language including teaching vocabulary. Teachers have to be careful in selecting material,

approach, and technique to be applied in teaching vocabulary for young learners. As stated by Pinter (2006), students learn new vocabulary as quickly as they forget them. Therefore, writing vocabulary notebook can be an alternative to solve students' forgetfulness in learning vocabulary. Nation (2001), cited in Erkaya and Drower in their journal (2012) states that there is overwhelming research evidence to show that learning from index cards or vocabulary notebook is a very efficient and effective learning strategy. Likewise Erkaya and Drower (2012, p.86) in their research "Perceptions of an EL Learner on Vocabulary Development", added that:

. . . I sometimes make my own note cards and write unfamiliar words and their meanings on the cards. I usually stick the cards in front of my desk or any place where I spend most of my time every day. In addition to the word itself and its meaning, I also add the type of word on the card, such as verb or noun, and a sentence that contains the word.

Vocabulary notebook is a kind of personal dictionary that can be filled by words that students learn along with the meaning and other related aspect such as part of speech, word forms, synonym, antonym etc. (Walters and Bozkurt 2009). Building vocabulary notebook is an engaging activity providing students opportunity in learning variety of vocabulary.

The research of teaching and learning vocabulary by using vocabulary notebook in EFL and ESL classroom setting has been conducted in various grades and contexts. Meanwhile, the research of vocabulary notebook that is applied in young learners EFL and ESL classroom setting is still rare to find.

Previous research on the implementation of vocabulary notebook had been conducted by some researchers. Here the researcher will highlight some relevant research within the subject is young learners and adult. Here is the example of the research that was conducted by, Fowle (2002) entitled "Vocabulary Notebook: Implementation and outcome". This study investigated how the implementation of

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vocabulary notebook acquisition in non-empirical study. The study was implemented to 300 learners aged between eleven and fourteen, from false-beginner to pre-intermediate level. Whereas this research will be conducted for students in seventh grade of junior high school aged between thirteen and fourteen and will investigate the effectiveness of the use of vocabulary notebook in improving students' vocabulary mastery.

Then, another research that was conducted by, Uzun (2013) entitled "Promoting vocabulary learning through vocabulary notebooks: Teaching and learning strategies and gender." In study that conducted by Uzun, the study will investigate whether there were any differences between the vocabulary acquisition and retention level of female and male students. The research considers with two conditions first, formal instruction and feedback on vocabulary notebook keeping and second the amount of information recorded in the vocabulary notebooks. The study will implemented for five groups of second years university students. Furthermore, the differences are the sample and the focus. This research is focus on the effectiveness of the use of vocabulary notebook for junior high school students but in the previous research the focus is to examine the different between male and female students after implementing vocabulary notebook in teaching vocabulary.

In addition from the previous research, vocabulary notebook is applied in high school or college students. So far, there has been a little evidence of empirical study on the use of vocabulary notebook in teaching vocabulary with the sample is young learners in Indonesian classroom setting. Therefore, this study is aimed to find out the effectiveness of vocabulary notebook in teaching vocabulary for young learners in improving their vocabulary mastery, to find out students perceptions about the use vocabulary notebook in improving their vocabulary mastery and to find the difference between the use of vocabulary notebook and the conventional method. Thus, the

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entitled paper “The Use of Vocabulary Notebook in Improving Vocabulary Mastery for Young Learners” is chosen.

### **1.2 Scope of the Study**

Limitation is done to specify the problems that will be solved and makes them clear. The problem in this study is to investigate the effectiveness of vocabulary notebook in improving young learners’ vocabulary mastery and find out the differences between vocabulary notebook and conventional method in improving students’ vocabulary mastery after the treatment. This study will be conducted in two classes for the samples; one will function as the experimental group and the other as control group. This study will also to discover students’ responses toward the use of vocabulary notebook in improving their vocabulary mastery.

### **1.3 Research Questions of the Study**

The research conducted by the writer is designed to answer the following questions:

1. Is the use of vocabulary notebook effective in improving young learners’ vocabulary mastery?
2. What are students’ responses towards using vocabulary notebook in improving their vocabulary mastery?

### **1.4 The Aims of the Study**

Considering the background of problem statement above, the aims of this research are:

1. To examine the effectiveness of the use of vocabulary notebook in improving young learners’ vocabulary mastery.

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2. To discover students' responses toward the use of vocabulary notebook in improving their vocabulary mastery.

### **1.5 Significance of the Study**

This research is expected to contribute both theoretically and practically to the teachers, students, school, and further researchers. Theoretically, it is expected that this study can enrich the teaching vocabulary theory and method. Practically, for English teachers, this hopefully can give contribution in teaching English to young learners, especially in teaching and learning vocabulary. Then, for the English students the technique and the media used hopefully can make them easier in learning vocabulary, since they not only memorize the words, but also create the vocabulary notebook as creative as they can. Next, for the other researchers, this study is expected to be used as an additional source especially for those who conduct a research focusing on vocabulary mastery to young learners. Then, for the material designers, this study can be used as the reference in making the interesting teaching materials.

### **1.6 Clarification of Terms**

In order to avoid unnecessary misunderstanding, there are some terms that are needed to be clarified in this study as follows:

#### **1. Young learners**

Nunan (2010), Young learners “covers a large chronological age span: from around 3 years old until 15 years old, while some writers and researchers divide them into 3-5 years old, 6-8 years old, and so on.” Meanwhile Pinter (2006) states children from five to 14 years of age can be called as young learners.

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In this research, the term “young learners” refers to students in seventh grade of a junior high school in Bogor.

## **2. Vocabulary notebook**

Vocabulary notebook is a kind of personal dictionary that can be filled by words that students learned along with the meaning and other related aspect such as part of speech, word forms, synonym, antonym etc. (Walters and Bozkurt 2009, p.2).

Furthermore, in this research, vocabulary notebook is a kind of personal dictionary that is kept by the students. Vocabulary notebook consists of word, meaning, picture, and example of sentences,

### **1.7 Organization of the paper**

There are five chapters in this paper. Chapter one is introduction of the study describing vocabulary notebook. This chapter provides the background of the study, limitation of the study, research questions, the aims of the study, significance of the study, hypothesis, research methodology, clarification of terms, and organization of paper. Chapter two is theoretical foundation, providing the theories of speaking skill and the media from the expert and the findings of previous studies in relevant to the study. Chapter three is research methodology describing the research methodology that has been briefly introduced in chapter 1. Moreover, chapter four is finding and discussion; this chapter describes the result of instrument analysis, such as pre-test data analysis, post-test data analysis, and the data from the interview, and the interpretation of the finding from the research. And the last chapter is conclusion describing the result of the study and suggestion for further better study.

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