CHAPTER I
INTRODUCTION

This chapter describes the general thoughts of the paper. It consists of background of the research, research questions, aims of the study, scopes of the research, significance of the research, clarification of key terms and organization of the research.

1.1 Background

Nowadays, the current educational system in Indonesia pushes teachers to conduct a contextual learning. In addition, in the newest educational system, the contextual learning is more emphasized as the centre of the learning where grammar and vocabulary are taught implicitly. Many practices of language teaching in Indonesia as an EFL country tend to focus on the framework of syntax or grammar. As Maiguascha (1993), cited in Mehring (2005), believed that the teaching of grammar generally is based on a set of rules with a coherent structure that students can follow and remember. Furthermore this concept does not hold true for the teaching on vocabulary.

In the other hand, in the background of standard competence and basic competence for high school in Indonesia (Depdikbud, 2006), one of the purposes of senior high school students is to achieve informational level that is a literacy level in which students are expected to be able to access knowledge using language ability because they are prepared for continuing study to higher education. Besides epistemic level is considered as too high to achieve for high school students in Indonesia because English is taught as foreign language. Meanwhile, students are facing difficulties in meaning the vocabulary. Somehow, vocabulary is very important to understand any language. Although people do not say it grammatically, people can understand the meaning by recognizing the vocabulary. It can be said that the basic knowledge to know in learning a language
is to master the vocabulary. As Wilkins (1972), cited in Burston & Zhang (2011), said that “without grammar very little can be conveyed, without vocabulary nothing at all can be conveyed” (p.111). Harmer (1994) also stated that “if language structures make up the skeleton of the language, then it is vocabulary that provides the vital organs and the flesh” (p.153). Due to the fact above, teachers at schools need a complementary activity for students to learn vocabulary.

According to the statements above, there is a need for a complementary activity to help students gain vocabulary. Based on pedagogical perspective, there is a need for research that helps teachers to find out learning tasks in providing opportunities for L2 vocabulary learning (Derakhshan & Khodabakhshzadeh, 2011), especially on the usage of mobile media. Due to the fact that mobile media such as mobile phones and internet are now widely used, it is appropriate to implement them in learning activities. In addition, mobile learning would work well since students need a flexible solution for training and learning where the students can do their activities while learning and gaining new vocabulary (Dudeney & Hockly, 2007).

Nowadays, children and juvenile are more familiar with the technology. It is supported by the data from Asosiasi Telekomunikasi Selular Indonesia (ATSI) in the late of 2011. It showed that there were about 250 millions people who used hand phone, meanwhile the population of Indonesia was about 240 millions people. It means 10 millions people in Indonesia were using more than one hand phone. If the population of teenager were only 1% of the whole population in Indonesia, so there would be about 25 millions teenager who use hand phone. As an additional data, the data from Gramedia Majalah in Indonesian Hottest Insight 2013 showed that 40% kids have their own handphones. They can stay for so much time to play mobile phone and computer. Therefore, instead of letting them play their mobile phone and computer only, teacher can involve the technology in their vocabulary learning process. As Tsoua, Wang, & Li (2002) cited in Zhang
and Burston (2011) that vocabulary learning with computers or technology can be more effective than through the use of traditional learning methods. Moreover, the vocabulary learning with mobile phones allows learners to be exposed to spaced repetition of vocabulary items which is believed to be more effective than massed repetition (Nation, 2001).

Furthermore, according to the researcher’s experience during teaching practicum, most of students in the senior high school face difficulty in inferring vocabulary. They even seem lazy to open dictionary. It is proved by their laziness to bring dictionary. Thus, the present study seeks to investigate the effectiveness of the technique called chain of short message service of vocabulary in enhancing students’ vocabulary since there are still limited number of publication on this issue especially in Indonesia.

Some studies (see for example Derakhshan & Khodabakhshzadeh in 2011) have suggested the use of technology such as hand phone in the research to help students increase their vocabulary. Thus, the research investigates the use of chain of short message service of vocabulary in enhancing students’ vocabulary. In order to complete data of the implementation of the data, the research also investigates the students’ responses toward the use of chain of short message service of vocabulary technique outside the classroom.

1.2 Research Questions

The research is aimed at discovering the use of chain of short message service of vocabulary to develop the students’ vocabulary. In order to shape the research, the researcher tries to answer the research questions formulated as follows:

1. Does chain of short message service of vocabulary enhance the students’ vocabulary?
2. What are the students’ responses toward the use of chain of short message service of vocabulary technique outside the classroom?

1.3 Aims of Study

Based on the description in the background, the research is aimed at:

1. Discovering whether chain of short message service of vocabulary can enhance the students’ vocabulary or not;
2. Finding out the students’ responses toward the use of chain of short message service of vocabulary technique outside the classroom.

1.4 Scope of the Research

The research focuses on how some learners who conduct chain of short message service of vocabulary in language learning can improve their vocabulary in eleventh grade of Senior High School Student Level. A Senior High School in Bandung is choosen for the research.

1.5 Significance of the Research

The research is expected to give some beneficial contributions for teachers, students, and further researchers. For the teachers, the research hopefully can be an additional activity to enrich their methods in teaching language beside in the classroom. For the students, the research is expected to give them a fun activity to enrich their vocabulary. While for the further researchers, the research is expected to be used as an additional source or reference, especially for those who will conduct a research on investigating the use of chain of short message service of vocabulary.
1.6 Clarification of Key Terms

Some of terms related to the topic are concisely described below in order to avoid misinterpretation. Three terms are clarified, as follows:

1. Vocabulary is all the words known and used by a particular person which exist in particular language or subject (Cambridge Advanced Learner’s Dictionary, 2003)

2. Chain text message is a text message sent to a number of people asking each recipient to send copies with the same request to a specified number of others. The circulation of a chain text message increases in geometrical progression as long as the instructions are followed by all recipients. (freedictionary.com)

3. Mobile phone is a cellular telephone.

1.7 Organization of Paper

The research is presented into five chapters. The first chapter is introduction. In this chapter consists of background of the study, review of literature, research questions, aim of the study, limitation of the study, research methodology, clarification of terms, and organization of writing. The background of the study is elaborated. It elaborates the problem of in meaning the words. The second chapter is literature review. This chapter discusses some theories related to the effectiveness of using chain of short message service of vocabulary via mobile phone which is relevant to answer the research questions. The third chapter is research methodology. This chapter gives clear discussion about how the study is conducted and analyzed. The data analysis also is briefly explained. The fourth chapter is findings and discussions. This chapter discusses the findings of the study and analyzes those findings in discussion clearly. It also portrays how chain of short message service of vocabulary via mobile phone can improve students’ vocabulary. In addition, the interpretation of the questionnaire is also discussed in this chapter. The last chapter is conclusions and suggestions. This chapter presents...
the conclusion and several suggestions of the study based on the analysis in chapter four. The conclusion states the answer to the research questions. Furthermore, the suggestions for future research are also available in this chapter.