

CHAPTER 1

INTRODUCTION

This chapter discusses the background of the study, the statement of the problem, the purpose of the study, the hypothesis of the study, the scope and limitation, the significance of the study, and the definition key of the study.

1.1 Background of the Study

People around the world speak English. They use English as the first, second or foreign language. Huebener (1965:2) states that English is an international language. As an international language, it plays a very important role in every aspect of human life, such as communication, economics, education, science, and technology. We can find it in most places in the world, such as in hotels, in restaurants, in airports, on the electrical goods, on the package of food and drink of all sorts, in the magazines, in the textbooks, etc. We know that it is also needed in scientific fields as a means of expanding science and technology. In the field of education, English is potentially required. It is reasonable enough to learn it since English plays an important role. Most of textbooks available in the higher learning institution are still written in English. Accordingly, the success of the students is partly determined by the proficiency in mastering it. Recently, in our country, English is not only taught in High School. A number of primary schools begin to introduce English into their curriculum.

English is the first foreign language in Indonesia. It is taught as a subject matter of education. The first element that must be learned in learning a foreign language, including English, is vocabulary. The mastering of vocabulary is the important part in communication. Hardjono defines “Of all the basic aspects of foreign language in the learning process, students should mastered the vocabulary. Without mastery vocabulary, people can not speak a foreign language well. “(1998: 71). It is extremely impossible to us to speak English if we have never learnt the vocabulary. Without adequate knowledge of vocabulary, people are not able to communicate well.

Vocabulary is the knowledge of words and word meanings. According to Stahl (2005), vocabulary knowledge is knowledge of a word that does not only imply a definition, but also imply how that fits into the word. Vocabulary knowledge is not something that can be fully mastered but it is something that expands and depends over the course of a lifetime. Vocabulary has an important role in learning a foreign language. A Vocabulary is also crucial for language production and comprehension (Coady and Huckin, 1997). The role of vocabulary is recognize in the first language situation and happens in second language setting. Therefore, vocabulary plays an important part in learning to communicate effectively while listening, speaking, reading, and writing.

It is undoubtedly obvious that both learner and researcher view vocabulary as a very important element in language learning, since it has relationship to the four language skills (reading, speaking, listening, and writing). Those having a great mount of vocabulary will also improve their language skills performance

(Kweldju, 1995:5). A lot of researchers had given evidence that learners' problem in mastering both receptive and productive language skills lies mainly on their inadequate vocabulary (Kweldju, 1997). As a result, those high vocabulary size and knowledge are likely to well improve their language proficiency. Vocabulary knowledge is very important, especially in learning foreign language. It helps students to comprehend written texts and speeches. Vocabulary knowledge plays a critical role in students' literacy development. Research indicates that vocabulary knowledge increases when new words are encountered repeatedly in context through reading and listening, are linked to students' prior knowledge. That are connected with other words semantically related (Johnson, 1986). Although instruction in vocabulary class is very important and influences students' vocabulary knowledge directly, there are not many English teachers in Indonesia contribute their time to develop vocabulary instruction. Vocabulary instruction for the students in foreign language setting should be continued and purposeful.

SMK Bahrul Ulum Menganti Gresik was newly established in 2008, there is no specific subject for vocabulary in SMK, and 5E model has never been applied in this school. At SMK Bahrul Ulum Menganti Gresik X grade, English is taught 4 credit-hours a week with time allocation 45 minutes each meeting. Based on interview with the teacher, the students have difficulty speaking English well, they have lack achievement in English score, and lack of the students' engagement in the vocabulary material given. Those problems have impact on the students' difficulties in gaining new words.

Responding to those realities a new method in teaching learning activity especially in teaching vocabulary should be implemented. It is 5E model vocabulary teaching. It is for language teaching and learning to be truly communicative, it must not only be in context, but used to convey ideas, preferences, thoughts, feelings and information in a way. By using this model, the students will be able to use the language. Furthermore, since communication is a process, it is insufficient for students to simply have knowledge of target language forms, meaning, and functions. Students must be able to apply this knowledge in negotiating meaning. 5E model vocabulary teaching consists of five stages of engage, explore, explain, elaborate, and evaluate.

This 5E model is adopted from Biological Sciences Curriculum Study (BSCS). This method is not only applicable for the content subject, because many of American high school use this method for many subjects, even in English subject. For examples; Nichols, (2008) has implemented this 5E method in vocabulary class for the beginners by using ping pong balls and at the end of the meeting the students will write a paragraph by using vocabulary written on the balls. The superiority of this 5E model is that any lecturer can implements this model to any class by adjusting to the lesson material and the students' need on the field.

Research in science course had proved that this strategy is very effective in increasing students' motivation. The students can explore and gain information according to their needs. The lecturer should facilitate the students' activities in the process of teaching-learning and giving clarification needed. The 5E model is

also often called inquiry learning (questioning learning). The 5E learning stages involve learning something new, or attempting to understand something familiar in greater depth. This model makes students use both their prior experience and the first-hand knowledge gained from new explorations.

These 5E learning stages make the students learn in constructive ways, where they will learn vocabulary based on their needs and capability. They will gain the information sources according to their efforts. They will process and interpret the information according to their ways of thinking and how far their effort to involve in discussion activity in their groups. The students will not have limit to gain new words as long as they need, then the lecturer or teacher will only become a facilitator in the learning process.

Each “E” represents part of the process of helping students sequence their learning experiences to develop a connection between prior knowledge and new concepts. The teacher serves as a facilitator to help the students in constructing new knowledge based on deep inquiry and decision-making. The 5E consists of five stages. The first stage is engagement stage where the lecturer engages students in a new concept using short activities or questions that promote curiosity and draw out prior knowledge in order to reveal students’ pre-existing knowledge. The second stage is the exploration stage where students find their new ideas but also conduct activities, such as; group discussion, hands-on activities, role playing, analogies, which are intended to reveal students’ pre-existing knowledge and give them chance to explore their own questions and implement a preliminary investigation of the exercises give. The third stage is the explanation stage where

the lecturer has an opportunity to introduce a concept, process, or skill so that the students imply their understanding of the concept of knowledge. The fourth stage is the elaboration stage where the students try to promote their newly structured knowledge into a deeper and broader understanding in order to elaborate on their conceptual understanding and skills. The last stage is the evaluation stage where the students' comprehension and abilities are assessed, so the lecturer is able to monitor how his/her students have progressed in accomplishing course objectives. The researcher also could modify and adapt them to the syllabus.

In this study, the researcher would like to know whether the effect of 5E model significantly influence students' vocabulary mastery at the tenth grade students of senior high school or not. 5E model were chosen since it has the ability to meet the needs of students in a vocabulary variety of learning styles in senior high school level.

Based on the potentials of 5E model in vocabulary mastery, the researcher would conduct an experimental research entitled, "The Effect of 5E Model to Improve Vocabulary at Tenth Grade of SMK Menganti Gresik"

1.2 Problem Statement

Related to this study discussing about the effect of 5E model in teaching vocabulary at tenth grade of SMK Bahrul Ulum Menganti Gresik, the problem of this study can be formulated as follows: What does 5E model significantly influence vocabulary mastery at the tenth grade students of SMK Bahrul Ulum Menganti Gresik 2012/2013 academic year?

1.3 Hypothesis of the Study

From the related theory and the rationale, the hypothesis of the research can be formulated there is significant difference in teaching of vocabulary use 5E model.

1.4 Purpose of the Study

Derived directly from the statements of the problem, the objectives of the present study is to find out the significance of 5E model influence vocabulary mastery at the tenth grade students of SMK Bahrul Ulum Menganti Gresik 2012/2013 academic year.

1.5 Significance of the Study

The result of the study is expected to provide information that will be useful for the development of English language teaching in general. The result of the study would be of the value for the English teachers in the teaching and learning process. Furthermore, the information of this study would be a contribution to teaching speaking, listening, writing, and reading. To be more specific, through 5E model, it is hoped to improve vocabulary. Moreover, the result of this study would be valuable for other researcher in conducting similar studies in the future.

1.6 Scope and Limitation

This study is concerned with examining the effect of the 5E model to improve vocabulary of the tenth graders of SMK Bahrul ulum Menganti Gresik in

terms of how does the effect of 5E model between students who are taught using 5E model and those who are taught without using 5E model. It was intended to improve the students' vocabulary. Based on the considerations which have been explained in the background, the scopes of this study were related to the text used as the instrument, the population and samples of this study and the analysis of students' scores. This study was implemented to tenth graders of SMK Bahrul Ulum Menganti Gresik. Since the samples of this study are the students of accountancy class, the generalization of the result of this study is limited. Moreover, the analysis of the score the students' vocabulary would be based on students' score of vocabulary test.

1.7 Definition of Key Terms

Vocabulary is the words or its combination that learners use in speaking, reading, listening, and writing. The unit of lexicons develops a language, means that these are the words in communication. It has its position as a language component and it has class name and property names including the word meaning.

5E model is a term which is used to describe a strategy. This 5E model consists of five stages implemented in the lesson plan. With five stages consist of engage, explore, explain, elaborate, and evaluate. This strategy makes the students get involved in the activities by using a group task which encourages students' motivation and the teacher can check the students' progress at the end of the lesson.