

## I. INTRODUCTION

This chapter mainly discusses certain points; introduction deals with background of the problem, research problem, objective of the research, uses of the research, scope of the research and definition of term. Classified like the followings.

### 1.1 Background of Problems

Language is an important tool of communication. Now days, it has become a need for us especially young generations for mastering it; not only Bahasa, but also foreign language such as English. Considering English is a global language, there are four components of language skill that we need to master it. One of its components is vocabulary. In order to master this language, all the components and skills should be learn well. Considering vocabulary to be important is because the larger number of vocabulary acquiring, means that it's become a big chance to students being successful in learning language.

It becomes an important thing because it can list of the words used in some enterprise, a language user's knowledge of words and the system of techniques or symbols serving as a means of expression. Vocabulary also the set of words they are familiar with in a language. A vocabulary usually grows and evolves with age, and serves as a useful and fundamental tool for communication and acquiring knowledge.

Rivers (1981:462) states that it would be impossible to learn a language without vocabulary. We can assume that without vocabulary, we will not be able to master the language well. By mastering a large number of vocabularies, a learner may be easier to learn language. When we want to construct a sentence to express our idea, we need to know adequate vocabularies that are able to represent our idea. We will get difficulties in expressing or understanding a language especially in communication without adequate vocabulary.

The English language has a very large vocabulary, between 450,000 and 750,000 (Stahl, 1999; Tompkins; 2005) Students must learn 3000 words per year. Nowadays, many learners get difficult and not interested to learn vocabulary. They think that the vocabulary in English is difficult to understand. The biggest problem of them is still confused about the meaning of the word.

Actually the students can learn all the words they need; they can find the meaning of difficult words by themselves, as looking for those words in dictionary. But for all that action, they need a motivation to be a booster for gain their feeling and emotion to learn by them. The problem here is how the students are able to know the meaning of new words, remember their words and practice them in real situation. It is hard for them to understand new words including pronunciation, spelling, and the meaning of the words. They cannot memorize new words and sometimes, they

mispronounce and hesitate in expressing their ideas when the teacher asks them directly. All of the problems above make the students feel boring and did not have motivation in learning English, especially in learning vocabulary.

There are several studies in teaching vocabulary strategies, EdelmanConch a Pique (2000), reveals that ruled the ball of vocabulary learning by turning the classroom into a positive and fun learning experience, making language both more significant and more memorable. It also encourages students to be active, enthusiastic, and animated.

It means that students have to follow the teaching-learning process based on what have expected by the teacher before. But sometimes, we are still found some students who have low of motivation and low of interest in following teaching learning process itself. It can be caused by many things, like students feel bored with the process of learning, afraid to speak up, or actually they do not have any chance to practice it first.

Facing the problems above, teachers are suggested to use a method that has more room and time for students to practice their skill continuously without feeling insecure or shame. It my directly increase their motivation and participation in teaching learning process, especially in vocabulary. As stated by Wilkin (1983:14) that teachers have to find out any method that is relevant to the students' interest. Suitable method can give students

interest and then it will motivate them to pay more attention and more active in teaching learning process.

There are many ways of teaching vocabulary, such as teaching vocabulary through games, songs, and so on. But here the researcher chose some activities from Active Learning method. These activities are simply that having a student's engage in some activity that forces them to think about and comment on the information presented. Students won't simply be listening but will be developing skills in handling concepts in our disciplines. They will analyze and evaluate information in discussion with other students through asking questions.

From the explanation above, the researcher is interested to investigate students' participation in learning vocabulary. The researcher wants to know the students' participation in learning vocabulary and whether or not the students' participation can be improve by using Active Learning.

## **1.2 Formulation of The Problem**

Based on the background above, the writer formulates the problem:

- How can of active learning strategies improve the students' participation of learning vocabulary
- How can active learning strategies improve students' vocabulary in learning vocabulary

### **1.3 Objectives of The Research**

In relation to the formulation above, the objectives of the action research are to know how:

- The implementation of active learning strategies can improve students' participation
- The implementation of active learning strategies can improve students' vocabulary

Besides, this research will also be used to revise/ adapt the model based on the problems occurred in the learning process.

### **1.4 Uses of The Research**

The finding of this research will be expected to give valuable contributions to the followings:

1. Theoretically, this research is expected to show whether the result is relevant or not with the theories, moreover, this research also to be used as a reference for the next researcher who will concentrate on the similar scope of research.
2. Practically, this research hopefully can be the consideration to contribute useful information for the students about 3 strategies of active learning approach can help students to study vocabulary especially in single word types.

### **1.5 Scope of The Research**

This research will be conducted in the first grade senior high school with one class from six classes. This research focus on how 3 strategies of active learning approach can help students to study. The writer tries to

analyze the influence of 3 strategies of active learning approach in improving their vocabulary especially single type words at the second grade of the MAN 1 Bandar Lampung.

### **1.6 Definition of Terms**

**Vocabulary** is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). It means that vocabulary is an action of people to tell about their feelings and ideas.

**Active Learning** is a process rather than outcomes. It requires people to become involved in the process of their own learning. Contemporary views of learning, as put forth by the National Research Council's approach to the new science of learning, recognize the importance of allowing children to take control of their own learning by engaging in active learning, meta-cognition and transfer of knowledge (Stringer: 1996)

**Teaching** is showing and helping someone to learn how to do something by giving instruction, guiding in the study of something with knowledge causing to know or understanding. (Brown, 1987:7)