

I. INTRODUCTION

1.1 Background of the Problem

Vocabulary takes an important role in the context of learning new language, the richer vocabularies that have been mastered, the easier the learners can express their ideas and understand other peoples' talk. Vocabulary is needed to form and to understand sentences. Thornburry (2002:13) concluded the importance of learning vocabulary by saying that without grammar very little could be conveyed, without vocabulary nothing could be conveyed. Indirectly he said that vocabulary is more important than grammar. What has been said by Thornburry is true. Although someone has good ability in grammar but does not master enough vocabulary, it is going to be useless.

Many people realize that their limitation in vocabulary has made them difficult in expressing their idea. If someone does not know or understand the vocabulary, there are definitely many things that cannot be understood in the science of language. McCharty and O'dell (2007) said that although people have already known hundreds of English words, but to speak and to write in normal situations, they need at least 1-2.000 words. Therefore, it is very important to know the words or vocabulary of English when we are going to learn English.

Some research has been done by those who interact in teaching vocabulary. The result of Nisa's (2012:2) observation and interview with the fifth grade students of an elementary school in Bandung found that vocabulary is their main problem in learning English. Other researchers find almost the same problem. Herawati (2006:2) finds that the difficulty of the students of SMP Muhammadiyah 3 Bandar Lampung in understanding the sentences and texts is because of lacking vocabulary. Both of them try to solve the problem in vocabulary by teaching it by using picture. The result of their research actually can increase students' achievement in vocabulary. The increase can be seen from the score of the two method: the conventional method and the method that was applied by Nisa and Herawati. It showed that the score of the students was higher when they were taught by using picture (the media that was used by Nisa and Herawati)

If the conventional method is contrasted with their method, the result is lower because the students remain passive and lack of motivation to learn since they just memorize the words, which are taught by the teacher. The teacher just gives them the meaning or equivalent of the words in the source of language. The result of the conventional technique is usually the target language was very little to be used in teaching learning process, most of them taken up with their mother tongue. As the result, it makes the students become bored in learning English because it does not motivate them and also makes them become passive students in teaching and learning process which affect the result of their achievement. Therefore, they can conclude that their method can increase the students' achievement in vocabulary.

Dealing with the background above, the researcher tried to modify the method that had been used. The researcher combined picture with the researcher own method. This teaching method was called word categorization method. Therefore, before explaining further about Word Categorization Method, the researcher is willing to explain why it is called as method. Firstly, the researcher wants to give the definition about approach, method, procedure and technique. The definitions are taken from Harmer's book (2001:78).

Approach: this refers to theories about the nature of language and language learning that serves as the source of practices and principles in language teaching. An approach describes how language is used and how its constituent parts interlock – in other words it offers a model of language competence. An approach describes how people acquire their knowledge of the language and make statements about the conditions which will promote successful language learning.

Method: a method is the principal realization of an approach. The originators of a method have arrived at decisions about types of activities, roles of teachers and learners, the kinds of material which will be helpful, and some model of lesson plan. Methods include various procedures and techniques as part of their standard fare.

Procedure: a procedure is an ordered sequence of techniques. For example, a popular dictation procedure starts when students are put in small groups. Each group then sends one representative to the front of the class to read (and remember) the first line of a poem which has been placed on a desk there. Each student then goes back to their respective group and dictates that line. Each group

then sends a second student up to read the second line. The procedure continues until one group has written the whole poem.

Technique: is a concrete way that is used when the method is applied in the learning process. The teacher can change the technique in the same method. One method can be applied in any different techniques.

Based on the definition above, it can be said that Word Categorization is a method. The researcher conclude that word categorization as a method instead of approach, procedure, or technique because in the application of word categorization, the researcher has arrived at decisions about types of activities, the kind of material and also lesson plan. Besides that, why the researcher uses the term 'categorization' rather than classification is because in this method, the students divide the items in the same level. No group is higher than the other groups.

In applying the method at class, the researcher used clipping picture puzzle. This media was necessary because it helped to visualize the words. The application of this media was the combination of researcher and the students' role. Therefore, the students take more roles in the learning process. The researcher is just as the facilitator in this method. The researcher explained how to use the method after explaining the material, and the students should finish their task after that. It needed an enjoyable way to make the student feel happy and interesting in learning a vocabulary. Huang (1996: 1) came to a conclusion that "learning through games could encourage the operation of certain psychological and intellectual factors which could facilitate communication heightened self-esteem,

motivation and spontaneity, reinforcing learning, improving intonation and building confidence. Furthermore, clipping picture puzzle could be used as media to transfer the image of the real thing. It made the students easy to memorize what they had learnt.

According to Brown and Miller (1996) that one of the key aspects of memory performance is to learn the material from the general to the specific. They liken the information that is needed to learn as books in a book shelf. If someone simply shoves in one book after the next without any kinds of organizational structure, it is going to be very difficult to find one particular book (especially if there are hundreds of these). However, if someone organize the book according to topic and subtopics within each course, then it would be easier to find one specific book which they are looking for. By explaining the vocabulary to students by categorizing words can help them think about how words are related.

In the application of Word Categorization Method, the researcher prepared the clipping picture puzzle which was suitable with the materials that were taught. The materials that were taught were simple present tense and descriptive text. There were 4 themes that were used in delivering the materials, those were: health, flora and fauna, and travelling. The selecting of those materials and themes were adapted with the curriculum for the second grade of junior high school. The classes of words that were taught had been decided too. The research more focused on three classes of words, those were: noun, verb, and adjective. Those three classes of words were selected because they were commonly used in forming sentence.

By using Word Categorization Method that was combined with clipping picture puzzle, the researcher hoped that the students be more interested in learning English, especially in learning vocabulary, so that their vocabulary achievement would increase.

1.2 Formulation of Problem

Regarding the background above, the researcher formulated the problem of the research as follow: “can word categorization method significantly improve students’ vocabulary achievement in SMPN 1 Seputih Surabaya?”

1.3 Objective

As stated in the background and the formulation of problem, the researcher stated that the objective of the research was to know whether word categorization method could significantly improve students’ achievement in learning vocabulary especially for the eighth grade students.

1.4 Uses

In relating to the objective, therefore the uses of this research are:

1. For teachers:
 - a. To improve the learning method to increase students’ vocabulary achievement.
 - b. To increase teacher’s professionalism through the research that has been done.

2. For schools:
 - a. As the consideration in taking decision of improving students' learning achievement.
 - b. To increase teacher's performance.

1.5 Scope

This research was conducted at the second grade students of SMPN 1 Seputih Surabaya on the second semester. The vocabularies that were given were about Flora and fauna, travelling and health. Besides those four themes, the researcher also gave some verbs and adjectives that related to the topic. This research focused on the implementation of Word Categorization Method for teaching vocabulary using clipping picture puzzle media.

1.6 Definition of terms

- a. Word Categorization Method is the method that tries to increase students' achievement in vocabulary by categorizing the picture based on the similarity of topic and category. For example categorize music instrument based on traditional and modern.
- b. Clipping picture puzzle is the media that is used in the research. The form of this media is like a clipping where the students put the pictures based on their category.