

I. INTRODUCTION

This chapter contains of backgrounds of the problem, formulation of problem, objective of the research, scope of the research and definition of terms.

1.1 Background of the Problem

English is foreign language taught in Indonesian school. It functions as a tool of communication between the native speakers and other people from foreign countries. It is taught from the fourth year of elementary school until University levels as one subject matter that is taught in the school.

Learning a foreign language means learning the vocabulary which is considered complicated because it involves the knowledge of definition and its typical nations in a sentence construction, e.g understanding of parts of speech. In line with this fact, Rivers (1970: 462) says that it would be impossible to learn a language without vocabulary. It means that vocabulary plays an important role in a language. Nothing can be conveyed without it, but in fact, the students who learn English as a foreign language find it difficult to learn the vocabulary of English. They do not understand English words that

they listen, read, speak and write. In other words, they find difficulties to use appropriate words.

Research conducted by Jayanti (2006:47) shows that the elementary students find difficulties in using their vocabulary for communication in English correctly.

The problem faced by the teacher might be due to the case which how to make the students able to use vocabulary correctly. Nation (1990: 64) says that if the teacher's aim is to get the learners to understand the word form and its meaning, then it is useful to attract the learners' attention and encourage them to make an effort. This means that the teacher should use particular kind of interesting and effective techniques of teaching to motivate the students to develop their own vocabulary.

In this case, the researcher finds a technique that is suitable for students of junior high school, that is word cluster. The researcher assumed that Teaching Vocabulary through Word Cluster will provide better result to make the students have chance to show their ability to develop a certain keyword given and connect it with other words and put in form cluster. They are effectively involved in making a connection between context clues given and the existing vocabulary they have in their mind and then they have to make the whole words in a kind of bubble diagram which shows the connection between new words and remaining words.

Nation (1990: 97) states that Word Cluster is words grouped around a central point.

When new word are met, they can be fitted into the most suitable place in the cluster, and this always provides good opportunity for revising related words.

Word cluster can be used to improved access to the vocabulary, which means that the aim of this technique is at interesting the associations those learners make with words by being encouraged to think of words of related meaning and make it in a kind of bubble diagram. In other hand, Word cluster is a way to encourage students to expand the students' vocabularies and combine the new words they found and the remaining words they have.

Referring the background above, this study would like to apply Teaching Students' Vocabulary through Word Cluster at the second year of SMP Negeri 19 Bandar Lampung.

1.2 Formulation of the Problem

In reference to the background above the problem of the research can be formulated like the followings :

1. "Is there any significant improvement of the students' motivation in learning vocabulary by using word cluster?"
2. "Specifically, does using word cluster have significant positive effect toward vocabulary in terms of single word classification?"

1.3 Objective of the Research

Adjusted to formulation of the problem, the objectives of this research were:

1. “To find out whether teaching vocabulary using word cluster can improve students’ motivation in learning vocabulary”.
2. “To find out whether teaching vocabulary using word cluster have significant effect toward vocabulary in terms of single word classification”.

1.4 Uses of the Research

It is hoped that the result of the research can be used as :

- a. Information for English teachers of SMP , especially SMP 19 Bandar Lampung to understand the students’ problem in learning vocabulary and how to solve it using various methods, which could be improved and increased by using Word Cluster Technique in motivating them based on the problem faced.
- b. Good contribution for the school to improve and increase teaching learning process especially in learning vocabulary and also for other schools which need it.

1.5 Scope of the Research

The research was focused in motivating students in their vocabulary class. There were five classes of the second grade of SMP N19 Bandar Lampung and the researcher choose one of the classes as the subject by lottery. This research only focuses on single word analysis in the form of noun, verb and adjective.

This research was focused on the vocabulary concerning the words of recreational places by using word cluster. The materials was taken from “English Book for the Second Grade of Junior High School” published by Yudistira, adapted from the English Curriculum of SMP 2006, School Based Curriculum. The source of data of the research was taken from class VIII D. In collecting the data of this research, the researcher used questionnaire, which consisted of 2sets of close-ended questions. A set of the motivation questionnaire was adopted from Setyadi in which the scores were based on the Likert scale and the range of 1 to 3. The questionnaire was used to measure students’ motivation in learning vocabulary. The questionnaire was given into Bahasa Indonesia because it can make the students in second grade of SMPN 19 Bandar Lampung will be easier to understand. The other questionnaire was used in order to know students’ opinion toward the context clues.

The data were analyzed by using Repeated Measures T-Test. The researcher calculated the mean score of students’ motivation before and after the treatment because she wanted to know whether there was a change of the students’ score of motivation after

treatment in order to know whether the technique could be used to improved students' motivation in learning process. In this research the researcher used pictures in teaching vocabulary. In Word Cluster modification, the writer also applied pictures as a media in teaching English. Murcia (1969:117) states that the picture not only help the teacher to guide the learners in learning the target language, but also can motivate the students' ability in learning vocabulary. It indicates that teaching by using picture is more attractive to the students. It is very helpful to motivate the students in learning vocabulary through Word Cluster.

1.6 Definitions of Terms

In order to avoid misunderstanding, definition of terms are presented here :

1. Word Cluster is a form of bubbles diagram that is used to show the relationships or the connection between words, a word that acts as a metal stimulus to make the writer come up with related terms that branch out from the center term.
2. Vocabulary is a set of lexeme include a single word, compound word, and idioms.
3. Content words is represent the name of subject or things, that is concrete nouns, the action done by with these things, that is verbs, and the qualities of these things, that is adjectives.
4. Function words are those words, which are used as a means of expressing relation of grammar structure, such as conjunction, article, and auxiliaries.
5. Substitute words are those, which represent the individual things or specific action as substitutes for whole form classes of words, that is, identifies.

6. Distributed words are those are distributed in uses according to grammatical matter as presence of a negative.
7. Motivation is a force that energizes, sustains, and directs behavior toward a goal.