

I. INTRODUCTION

This chapter introduces about the topic of the research that will be explained about background, problem(s), objective(s), uses, scope and definition of terms.

1.1. Background

Vocabulary is a complex aspect in learning a language, especially in learning second/foreign language. Because it has complicated components to be mastered such as meaning, form, and the use of the word itself. It also becomes an important thing to choose a good technique when a teacher teaches vocabulary in the class. Tarigan (1986) as cited in Faransari (2011) states that the quality of one's language depends upon the quantity of his or her knowledge of vocabulary, the richer one's vocabulary is the more one master a language. And a good technique will have an important role to make the students get better achievement and better understanding about vocabulary itself. Moreover, students can use vocabularies based on the context when they are practicing a language.

When learners are learning a new language, they should have enough vocabulary in order to make use their language into four language skills that is listening, speaking, reading, and writing. Wolter (2002) as cited in Baleghizadeh et al. examined the relationship between language proficiency and word associations and concluded that, the result being statistically significant though not totally convincing, there is still a relationship between these two. Without

having enough vocabulary, learners are difficult to practice the language skills. The higher level of achieving vocabularies, the better the students understand a language.

In the curriculum of KTSP, there are no specific material about vocabulary which should be taught as an English knowledge or, in another word, the students are not taught vocabulary directly. But, vocabulary should be integrated when teacher teaches four language skills. For example, the students should read a text first before they learn the vocabularies inside the text. Usually, the teacher asks the students to find difficult words and try to find the meaning from dictionary. That is the common strategy used by teacher in teaching vocabulary.

Today, the teacher should help the students to learn the vocabularies by finding the meaning of vocabulary by themselves. On the other hand, Ko (2012) L2 learners cannot make intelligent guesses in the same way as native speakers due to their lack of vocabulary knowledge or general proficiency level. Also, a given context often does not provide sufficient clues to L2 readers. Learners need to know the surrounding words well in order to guess words correctly. Teacher should make the students understand the vocabulary in the context and make the students use the vocabularies when they are practicing the language skills. It makes the teacher to choose a good technique when the teacher is teaching so that all aspect of language can be covered and understood by the students.

Nation (2005) states that discovering learning burden in teaching vocabulary can help the teacher to know what should be involved in learning vocabulary. Furthermore, he defines the aspects that should be involved in learning

vocabulary. The first aspect involved in learning vocabulary is meaning which is related to form and its meaning, concept and referents, and word association. The second is form which is related to spoken form (pronunciation and spelling) written form and word part. And the last is the use which is related to grammatical functions, collocation and constraint of use. The teacher should consider these three aspects when teaching vocabulary in the classroom.

Baleghizadeh and Naeim (2011) states that a good example of a meaningful technique, on the other hand, is “inference” or “guessing” techniques where learners are asked to infer, or at other time guess, the meaning of a certain word in a context, using any clues provided before or after that word in the context or even any other strategies (e.g. examining the root, prefixes, or suffixes) which might be helpful to arrive at the meaning of the unknown word) or we might use the technique that allow the students to find their own word to be learned. Teacher just lead them by using a word as a core-word then asks the students to develop it based on their knowledge.

Nation (1990) as cited in Faransari (2004) that if the teacher’s aim is to get the learners to remember the word form and its meaning, then it is useful to attract the learners’ attention and encouraging them to make an effort. When teacher is able to make an impression and bring the students’ experience about language knowledge in teaching learning process, students can learn and develop it based on their own interest. It will make the students easier to remember the material that have been discussed in the classroom. And also it will make the students get higher level of vocabulary achievement. Because vocabulary is a language

knowledge, it will be a possibility if the students learn based on their own interest, they will develop their ability to capture many vocabulary unconsciously not only in teaching learning process but also in their daily activity.

Word cluster is one interesting method where can make the students focus on specific words to learn from the passage. When the students have understood the words, then teacher can direct them to more word in relation. Brody (2005) states that the clustering uses proximity relations rather than sentence structure, and the patterns they seek are of a specific nature – common phrases. Using a hierarchal clustering method could provide us with more precise generalization, and is suggested as a possible improvement. This effect can also be used in query expansion – adding elements to a user's query in order to increase the chance of finding relevant information. When given a query, the system may decide to enhance it with similar words or clauses which have a larger likelihood of appearing. It means that when the students learn word in cluster the students will learn words in relation. It will be more acceptable to be learned and make the students easy to structuralize it in their memory.

On the other hand, derivational word which come from word formation also has a good impact when it is used to teach language vocabulary. Bauer (2004) states that Word-formation has two functions, firstly a function of lexical enrichment, whereby new words are coined to denote new, or newly salient, concepts, and secondly a transpositional function, whereby lexemes (which we assume to have a fixed word-class) are permitted to appear in a new word class so that the same meaning can be transferred to a new function in a sentence. By

using derivation the students can find other concept from one language that can be used in another way of constructing a sentence. This technique make the students enrich their vocabulary achievement in context.

Reffering to the study from Ko (2012) which states that learners need to know the surrounding words well in order to guess words correctly. Research suggests that to achieve accurate contextual guessing, learners need at least 3,000 word families, and 5,000 to 10,000 word families for university-level texts (Coady, 1997; Huckin and Coady, 1999). It means that a senior high school students also need a total number of vocabulary achievement in order to understand the text. According to the curriculum used in the second grade of SMAN 1 Kalirejo, the students should master at least 1.500 word as they study in senior high school. But, most students at the second grade of SMAN 1 Kalirejo have not mastered a number of vocabulary yet. Furthermore, the students found difficulties to understand the idea of the text when they read it. The students are also difficult to practice other language skills because of the lack of vocabulary mastery.

Arbainaya (2012) found in her research that the students' vocabulary achievement taught through clustering technique was significantly difference with students who taught through conventional technique. This research used descriptive text as the material. The students could increase their vocabulary achievement to understand vocabulary used in descriptive text itself easily. On the other hand, Wafa (2012), who examined about students' achievement in learning vocabulary through derivational affixes also found that derivational affixes could significantly increase students' vocabulary achievement in learning vocabulary.

These research were found effective to teach vocabulary. These techniques made the students interest in learning vocabulary and help them improve their vocabulary achievement.

The reason that has been explained before encourage the writer to compare about which one is better between clustering technique and derivational exercises in order to know the students achievement in learning vocabulary. Therefore, this reaserch is entitled “Comparing the Students Achievement in Learning Vocabulary through Clustering Technique and Derivational Exercises at the Second Grade of SMAN 1 Kalirejo”.

1.2. Problem(s)

Based on the explanation of the background above, the researcher formulates the problem as follows.

1. Is there any significant difference between students' gain vocabulary achievement taught through Clustering Technique and Derivational Exercises?
2. Which one gives higher gain achievement between Clustering Technique and Derivational Exercises to the students in learning vocabulary?
3. Which aspect of vocabulary increase higher after being taught through Clustering Technique and Derivational Exercises?

1.3. Objective(s)

Related to the background and the problem, the researcher states that the objective of the research is in the following:

1. To find out whether there is any significant difference between students' gain vocabulary achievement taught through Clustering Technique and Derivational Exercises.
2. To investigate which one gives higher gain achievement between Clustering Technique and Derivational Exercises to the students in learning vocabulary.
3. To identify which aspect of vocabulary increase higher after being taught through Clustering Technique and Derivational Exercises

1.4. Uses

The researcher hopes that this research can be used theoretically and practically. Especially as follows:

- a. Theoretically
 - Support the previous theories related to the research on teaching vocabulary.
- b. Practically
 - As information for English teachers to find an alternative technique when teaching vocabulary.
 - As information for other researchers who are interested in the research related to teaching vocabulary

1.5. Scope

The research focused on finding which one between clustering technique and derivational exercises which gave better achievement for the students in learning English vocabulary. And how far the techniques improved the students'

vocabulary achievement in mastering vocabulary in form of single word. The students' achievement in learning vocabulary were tested using a pre-test and post-test to know the students' achievement before and after they are given a treatment. The vocabulary which was tested will be focused on content words these are noun, verb, adjective, and adverb because these words are frequently used by the students to communicate when the students learn a language. This research were conducted at the second grade students of SMAN 1 Kalirejo. The researcher chose second grade of Senior High School because it is assumed that the students are in the intermediate level based on their experience in learning English for about five years, so they could get better understanding in following the instruction of the techniques. The reasercher also wanted to use clustering technique and derivational exercises as an integated method with a technique for teaching language skills. So that the researcher focused on teaching vocabulary through reading skill as the introduction in teaching learning process.

1.6. Definition of Terms

In order to specify the topic of the research, the researcher provide definition of some terms related to the research. These are the definition of some terms which are related to the reseach:

- a. Vocabulary is a list of words including single word, compound word, and idiom which is used to construct the language and make a meaningful sentence.

- b. Teaching vocabulary is a process to make the students understand the meaning of word in different language and use it in appropriate context by using some kind of techniques.
- c. Clustering technique is a technique where the students produce words by doing free associated listing which is started with a core-word and followed with related words.
- d. Derivational exercise is an exercise in which a word is added by using affixes to change the word formation into different classes of words in a linguistics view.
- e. Achievement is the gap between gain score of student in the pre-test and post test.