

CHAPTER I

INTRODUCTION

This chapter describes about Background of the Study, Reason for Choosing Topic, Research Question, Objective of the Study, Limitation of the Study, Significant of the Study.

1.1 Background of the Study

English learning involves four language skills; they are listening, speaking, reading and writing. These four language skills are supported by four aspects such as grammar, vocabulary, spelling and pronunciation which are also learned in English learning process. English has different structure from Indonesia language, it make students have difficulties in learning English. Most learners are still confused when they want to use words to express their thought and feeling.

Thornburry (2012) said that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Vocabulary is the center in English learning process because vocabulary is part of other aspects and skills. Although students mastered in grammar aspect, we can not say that they mastered in English if they have problem in vocabulary.

In writing subject there are any some topics, such as narrative, report, essay, etc. We need to know many vocabularies to reveal a particular person, place, or thing to write narrative, essay, and report. In the other word, students have to mastery of vocabulary but mastery of vocabulary is difficult to achieve because

the students have limited abilities in memorizing words. It is hard for them in memorizing English words which have more than thousand words, and it is not an easy task for teachers to teach vocabulary because the limited ability of students. So that it is needed to apply appropriate strategy to teach vocabulary.

There are many strategies to teach vocabulary, but not all strategies can be applied. As a teacher, we have to look at the characteristic of the students, whether it is appropriate or not. In this research, the writer focuses on the students at the grade eleventh of SMA Sultan Agung 3 Semarang.

They focus on learning writing. They are given order to make an essay. The purpose is to make students be able to write something about the topic. However, during the teaching learning, there are some students which have difficulties in memorizing words. They cannot express what they really want to express because they forget the vocabulary. They also cannot organize their vocabulary note. Thus, the writer uses strategy which is appropriate with the characteristic of the students. The strategy uses graphic organizer in order that the students can understand the word easily and organize their vocabulary note so that it can be learnt easily.

According to Fromkin, Rodman and Hyams (2011), words are an important part of linguistic knowledge and constitute a component of our mental grammars, but one can learn thousands of words in a language and still not know the language. Students need more words in their language learning. There is a way for students to learn word easily that is by using Graphic Organizer.

A graphic organizer is a visual and graphic representation of relationships among ideas and concepts (Stamper, 2006). Graphic organizer generally consists of 5 columns or more, they are a word, synonym, antonym, picture, and sentence. Graphic organizers can be used in variety of learning situations for individually, small group, and whole class. There are some graphic organizers can be used for students in learning vocabulary. Every graphic organizer has different function and purpose; it depends on the grade and the characteristic of the students.

By designing this research, the writer hopes by using Graphic Organizers, students can improve their vocabulary and the result of this investigation will give the answer to the problem above.

1.2 Reason for Choosing the Topic

The reason why the writer chooses the topic is that some students in SMA Sultan Agung 3 Semarang have problem in memorizing and understanding the meaning of word. During the learning process, students usually have difficulties in defining a word when they are writing the text. To write essay, it is needed to know many vocabularies. Because before write something, we have to know what we want to write and choice appropriate word with the topic.

To help solve their problem, some strategies are developed. One of them is Graphic organizers. Considering to the importance of writing in learning English, the writer uses Graphic Organizer to teach vocabulary. Graphic organizer helps students to improve vocabulary by connecting a word to definition, synonym, antonym, picture,

and example. Beside, graphic organizer also helps students to organize their vocabulary note through interesting way. In this writer, the writer want to know how the Graphic Organizer can improve students' vocabulary.

1.3 Research Question

Related to the background of the study above, the writer intends to answer the following problem “Is the Graphic Organizer effective to improve student's vocabulary mastery of the eleventh graders of SMA Sultan Agung 3 Semarang in the academic year 2017/2018?”

1.4 Objective of the Study

The purpose of this study is to find out the effectiveness of Graphic organizers to improve students' vocabulary mastery.

1.5 Hypothesis

In this study, the writer uses two hypotheses.

Null hypothesis (Ho): There is no significant difference between using graphic organizer and without using graphic organizer to improve student's vocabulary mastery.

Alternative hypothesis (Ha): There is a significant between using graphic organizer and without using graphic organizer to improve student's vocabulary mastery.

1.6 Limitation of the Study

This study is limited to focus on finding out the use of Graphic organizers to help student memorize words for improve student's vocavulary mastery. This study is only conducted to 11th grade students of SMA Sultan Agung 3, Semarang-Central Java of the Academic Year 2017/2018

1.7 Significance of the Study

By conducting the research about the effectiveness of Graphic Organizer to improve student's vocabulary mastery, the writer hope that the result of this research will be useful for students and teachers and will give contribution for Englsih learning. Firsrtly, students hopefully have solution in memorizing a word when their need to use some words. Graphic Organizer can be applied in the classroom or in the students' home.

Secondly, for the teacher, it is expected useful for make their job more easy because students' comprehension about word improve. Thirdly, the result of this study can be useful as source of reference and it is useful to inform the readers about Graphic Organizer to help them improving their vocabulary mastery.

1.8 Definition of the Key Terms

Definition of key term is very important to understand the meaning of the topic.

The key terms of research are defined as follows:

1. Graphic Organizer

Graphic organizers are visual representation of knowledge that structures information by arranging important aspects of a concept or topic into a pattern using labels (Bromley, DeVitis, and Modlo., 1999). Their main function is to help present information in concise ways that highlight the organization and relationships of concepts.

1.9 Outline of the Study

To help the readers understanding this study, the researcher makes study outline. In this proposal writing, there are 3 chapters as the outline of the study. They are as below:

Chapter I covers introduction. This chapter explains the background of the study, reason for choosing the topic, research questions, objective of the study, hypothesis, limitation of the study, significances of the study, definition of the key terms and outline of the study.

Chapter II contains about review of related literature. This chapter covers collaborative writing strategy, descriptive text, and review of previous study.

Chapter III covers the research method. This chapter explains the research design, subject of the study, method of collecting data, procedure of the study, validity of the test, and technique of data analysis

Chapter IV is about the school profile, the subject of the study, the validity and the reliability of research instrument, the pre-test analysis, the treatment, the post-test analysis, and the discussion of the research findings.

Chapter V covers conclusion and suggestions from the research.