

# CHAPTER I

## INTRODUCTION

### A. Background of Study

Someone cannot teach vocabulary. Vocabulary can be presented, explained, included in all kinds of activities, and experienced in all manner of associations. Vocabulary is learned by the individual. As language teachers, students can be helped by giving them ideas or how to learn.<sup>1</sup> Vocabulary can be easier to be learned by organizing it in meaningful ways.<sup>2</sup>

Learning vocabulary is all about remembering, and necessary for students to see, say, and write newly learned words many times before they can be said to have learned them. Various way in learning vocabulary have been suggested by some researchers. Some of them suggest that when students learn english word and translation, it means they are learning vocabulary. Although most agree that repetition is an important aid to learning vocabulary, it is more effective than just seeing a word over and over.<sup>3</sup>

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<sup>1</sup>Scott Thornburry, *How to Teach Vocabulary*, (England : Pearson Education Ltd, 2002), p.144.

<sup>2</sup>Jeane McCarten, *Teaching Vocabulary*, (New York : Cambridge University Press, 2007), p.21.

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David Wilkins said that very little can be conveyed without grammar, nothing can be conveyed without vocabulary. Your English will not improve very much, if you spend most of your time studying grammar. You will see most improvement if you learn more words and expressions. you can say almost anything with words but you can say very little with grammar.<sup>4</sup>

How important vocabulary to well-known also written in the Holy Qur'an. Allah said Prophet Adam was learning the name of things in the verse of AL-BAQARAH 31:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي

بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

And He taught Adam the nature of all things ; then He placed them before the angels, and said : “Tell me the nature of these if you are right”. (Q.S. Albaqarah/2:31)<sup>5</sup>

Learning a foreign language at primary level can be built from learning vocabulary. While there are some different opinions as how important grammar of the foreign language can be taught, students are able to learn vocabulary through joining in

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<sup>4</sup>Scott Thornburry, *How to Teach Vocabulary*, (England : Pearson Education Ltd, 2002), p.13.

<sup>5</sup>Ali, A Yusuf, *The Holy Qur'an: Text, Translation and Commentary* (USA: Amana Corp, 1983), p. 24.

the classroom activities. In recent years, vocabulary has been important thing in foreign language teaching.<sup>6</sup>

There is a brainstorming and categorizing activity that provides students with the opportunity to think about, discuss, categorize, and label words related to a central concept it is called List-Group-Label. Students generate in the process of this activity, it can give as an excellent assesment tool for teachers in determining the degree of background knowledge students bring to the study.<sup>7</sup>

Teaching in junior high school means that the teacher introduces English as the foreign language. However students ever get the English lesson in elementary school, but teaching English in junior high school is not easy. A teacher needs appropriate method to teach the students, because most of students have no interest in learning English. They feel that English is difficult to be learned. There are some factors that make students are not interested in English lesson, first because of students themselves such as less of motivation, interest, and intellegence. The second, because of the learning process such as learning materials, teachers' performance or method which the teacher used. The English teacher may use a strategy in

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<sup>6</sup>Lynne Cameron, *Teaching Language to Young Learners*, (Cambridge:Cambridge University Press,2001),p.72.

<sup>7</sup>Jannet Allen. *Inside Words: Tools For teaching Academic vocabulary*, (Portland : Stenhouse Publisher, 2007), p. 69.

teaching English. The strategy is called List-Group-Label strategy. This strategy is one of the strategies that make students easy to learn English vocabulary. In Indonesian's school there is no special subject to learn vocabulary. Teaching vocabulary integrated with other skills such as listening, speaking, reading and writing. So, this strategy is appropriate to teach vocabulary. List-group-label strategy is easy to be implemented, three part strategy with some steps, such as listing, grouping, labeling and follow up. An English teacher can implement this strategy in Recount Text material, because this strategy has the simple rules and it is easy to be practiced. Besides, it also does not need much preparation. Teacher just has to prepare a recount text, next students will find some difficult words from the text and follow the steps. List-Group-Label strategy can be implemented not only in recount text but also in another text. The characteristics of students in MTs NU 01 Banyuputih are variety. Some students are interested in learning English, and some of them are not interested in learn English. So, teachers need to give some interesting methods in teaching English for students into classroom.

## **B. Research Questions**

1. How is the process of list-group-label strategy in teaching vocabulary at the eighth grade of MTs NU 01 Banyuputih Batang in the Academic Year of 2015/2016?
2. How is the improvement of the use of list-group-label strategy in teaching vocabulary at the eighth grade of MTs NU 01 Banyuputih Batang in the Academic Year of 2015/2016?

## **C. Objectives of Study**

1. To describe the process of list-group-label strategy in teaching vocabulary at the eighth grade of MTs NU 01 Banyuputih Batang in the Academic Year of 2015/2016.
2. To identify the improvement of list-group-label strategy in teaching vocabulary at the eighth grade of MTs NU 01 Banyuputih Batang in the Academic Year of 2015/2016.

## **D. Scope of the Study**

The researcher limits the study focus on the use of list-group-label strategy to improve students' vocabulary in recount text at the VIII B students of Mts NU 01 Banyuputih Batang in the academic year of 2015/2016.

## **E. Significance of Research**

The result of this research hopefully will be useful for:

1. Teacher

To enrich the teachers' knowledge in teaching English and to solve the problem of students' difficulties in memorizing meaning of word or vocabulary and part of speech : noun, verb, adjective, adverb at MTs NU 01 Banyuputih Batang.

2. Students

To encourage the students mastering the English lesson especially to improve their vocabulary. Students can use te vocabulary they have learned in communication.

3. Writer

To give new knowledge and experience in teaching vocabulary and it will be useful in the future.