CHAPTER I

INTRODUCTION

A. Research Background

one among the most popular crucial skills that students must master when learning a new language is vocabulary.[1] Students must master the four language competencies (i.e. speaking, listening, reading, and writing) and language components (i.e. vocabulary, grammar, and pronunciation) in order to have language proviciency. Both language competencies and components cannot be separated and must be taught simultaneously. Vocabulary is one of the components that helps the speakers at any moment when we need to interact with people by utilizing a language. Students learn vocabulary both consciously and unconsciously.[2] According to Schmitt, the vocabulary is the language's fundamental building unit. It is crucial that you master it initially. Vocabulary is the language's building block, hence learning it is a prerequisite for learning a language well.[3]

Prior to authoring this paper, preliminary research was carried out by the researcher observe the students' vocabulary mastery at the eighth grade of SMP Al Irsyad based on classroom observation, it revealed that

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[1] Binta Nugroho Septiyantono, 'The Effectiveness of Using Vocabulary Trees As a Technique in Teaching Vocabulary At Elementary School', *ETERNAL (English Teaching Journal)*, 4.2 (2017), 163–68 <https://doi.org/10.26877/eternal.v4i2.1955>.

[2] Nobert Schmitt, Mc Charty, *Vocabulary; Description, Acquisition, and Pedagogy* (Cambridge: Cambridge University Press, 2009), 68.

[3] Caroline Lines and David Nunan, *Practical English Language Teaching Learners* (New York: MCCgraw-Hill Contemporary, 2005), 43.

some students did have sufficient vocabulary mastery. It reflected on including; based on the findings of the classroom observation and interview about understanding of SMP Al Irsyad students in English material is 50%, the means score vocabulary mastery is 50%, factors that affect the results of the ability to understand and master vocab are caused by students' lack of interest in learning English, because their view of English lessons is "difficult" so that it causes students' demotivated in the lesson, the low emphasis factor from the teaching staff also causes a loss of awareness and encouragement to understand and master vocabulary that has previously been given or told, and inadequate media in the process of learning English so that the lack of enthusiasm and motivation of students in the process of developing the ability to master vocabulary.

Actually there many instructional media can be utilized to help pupils enhance their vocabulary mastery. Vocabulary Tree is graphic organizer which invented by. This graphic organizer enables students to understand and are interested in understanding more deeply the vocabulary material delivered through the vocabulary tree method. In addition, Vocabulary tree is also applicable and easy to practice in the classroom learning because because it is easy to practice and easy to apply in class according to students' vocabulary knowledge. This is related to the phenomenon that occurs at Al-Irsyad Banten Middle School as a place or object of data collection, namely

the lack of learning facilities or media that can invite students' interest in learning English, therefore, the author chooses vocabulary tree media as a supporting tool to provide a presentation of the learning process different and attractive to students.[4]

Based on some of the arguments above, the authors are convinced to research the process of developing vocabulary mastery skills using vocabulary tree media that has never been done or applied by English teachers to students of SMP Al-Irsyad Banten. It is hoped that this research can change students' perspectives on how difficult and uninteresting learning English is and can assist English teaching staff in providing solutions to encourage Students' desire in learning English, particularly in vocabulary mastery.

B. Identification of The Problem

The following is a list of problem identification related to the research background:

1. Students must explore and develop skills in mastering vocabulary because it is known that the ability to master vocabulary in these schools is still quite low.

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[4] Yustih Yasin and Hasmirawati Injar La Sitiha, 'The Implementation of Vocabulary Trees to Enhance Students' Vocabulary Achievement', *Seltics*, 4.1 (2021), 44–52 <https://doi.org/10.46918/seltics.v4i1.746>.

2. Students must be able to take advantage of existing digital media to help students master a lot of vocabulary.

C. Focus of The Study

The researcher realizes that there are some The researcher realizes that there are some Obstacles in conducting this study. Therefore, the focus of this study concerns on measuring the effectiveness of vocabulary tree to improve students' vocabulary mastery at the eight grade of SMP Al-Irsyad Waringinkurung.

D. Research Question

Based on the research background prior, the researcher formulates three questions:

1. How is students' vocabulary mastery before giving treatment?

2. How is the utilization of vocabulary tree in teaching vocabulary at the eight grade of SMP Al-irsyad Waringinkurung?

3. Does vocabulary tree effective to improve students' vocabulary mastery at the eight grade of SMP Al-irsyad Waringinkurung?

E. Objectives Of Study

1. To investigate the condition of students' understanding before using vocabulary tree learning media for vocabulary mastery skills.

2. To explore how students respond to vocabulary tree learning media.

3. To measure the extent of students' understanding in the development of vocabulary mastery after using vocabulary tree learning media.

F. Significance Of Study

There are to significance of studies on the significant of this study can be view in to approaches

1. On one hand. Theoretically, this study will give some benefits, especially on the development of learning media in teaching vocabulary for secondary level of English Foreign Learners.

2. On the other hand. Practically this study offers some benefits for some parties such as teacher, students, and researchers

   a. For the Researcher

   The researcher can see the actual activity process directly as an observer, giving him valuable experience for his involvement in ongoing activities and the ability to respond to every possibility.

   b. For the Teacher

   This study is expected to provide an effective medium for teacher to improve students vovcabulary.

   c. For the Students

   This research will provide benefits, motivation and positive influence in developing vocab mastery abilities.

G. Previous Study

The first previous study is *"The Effectiveness Of Using Vocabulary Trees As A Technique In Teaching Vocabulary At Elementary School"*. The Objective of this research is to investigate whether there is any significant difference in the vocabulary mastery between teaching vocabulary trees and using conventional method, the research use an experimental methode . The results demonstrate that there are substantial differences in mean score between the control and experimental groups. The experimental group's mean pre-test score is 50.53, whereas the control group's is 48.33. In the post test, the experimental group scored 81.07, whereas the control group scored 69.73. The pre-test t-test result is 0.86, whereas the post-test result is 4.52 and the critical value is 2.000. As a result, it is possible to conclude that teaching vocabulary via vocabulary trees resulted in improved learning achievement.[5]

And the second previous study is *"The Effect of Graphic Organizers on Language Teaching and Learning Areas: A Meta-Analysis Study"*. The purpose of this research is to determine whether graphic organizers have a substantial impact on student progress in language teaching and learning domains when compared to traditional strategies. The meta-analysis method

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[5] Septiyantono.

was applied in this study, and it was discovered that graphic organizers have a larger effect size on academic success than standard teaching methods.[6]

The third study is "*The Implementation of Vocabulary Trees to Enhance Students' Vocabulary Achievement"*. The goal of this study was to see how much the vocabulary trees technique affected students' vocabulary accomplishment at SMAN 1 Wongeduku, SMAN 1 Wawotobi, and SMKN 1 Unaaha. This is a qualitative study with a quasiexperimental design. The study discovered that using vocabulary trees boosted students' vocabulary attainment and made them more active and creative in their learning. It was demonstrated that when they were playing vocabulary trees, the most of them were active; so, by employing vocabulary trees approach at each school, they can learn new vocabularies and correctly recognize the majority of vocabularies.[7]

Based on some of the research above and the research questions that I submitted, I believe this research can reveal new findings and will complement something that has not been studied in previous studies. Therefore, by researching the effectiveness of the Vocab Tree learning media in the process of improving vocabulary mastery skills at SMP Al Irsyad Banten, I believe that this study is very important to be investigated

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[6] Hasan Basri Kansizoglu, 'The Effect of Graphic Organizers on Language Teaching and Learning Areas: A Meta-Analysis Study', *Egitim ve Bilim*, 42.191 (2017), 139–64 <https://doi.org/10.15390/EB.2017.6777>.

[7] Yasin and La Sitiha.

more deeply and will make a significant contribution to the addition of a bachelor of science degree.

H. The Hypothesis of The Research

this study has hypothesis which can be described as follows:

(Ha) : Vocabulary Tree is effective to improve students' Vocabulary Mastery.

(Ho) : Vocabulary Tree is not effective to improve students' Vocabulary Mastery.