CHAPTER I

INTRODUCTION

1.1 Research Background

Combining letters to form words indicates that a learner needs to have a large vocabulary or be able to remember words for all time. Lower words developed because fewer people had larger vocabulary sizes. Consequently, the language's main objective of serving as a tool for training students to speak cannot be achieved. Furthermore, the main objectives of learning English is to make it possible for "language" to be thought of as English instruction. The program increases vocabulary by a greater percentage. Richard Jack (1976), presents some basic arguments for why various language curriculum designs should include more vocabulary. The first explanation is that everyone's vocabulary continues to grow and improve. The second reason is that a person's frequency of use of a word is directly correlated with their understanding of its meaning. Additionally, words can be associated with other words. For instance, the words "crime," "thief," "violence," and "police" can all be connected to one another. The final justification is that teaching sentence form is directly tied to vocabulary knowledge. Because the vocabulary needs to be introduced like a sentence function in addition to being sufficiently comprehended as a notion. Drawing from the aforementioned definition, the writer concludes that a rigorous and extensive vocabulary education program is essential for teaching the English language. Thus, teaching vocabulary serves as a basis for mastering the expected abilities of speaking, writing, listening, and reading. The vocabulary that each student can learn in a given amount of time will never be known to us as teachers, but students who are eager to learn new words and expand their vocabulary on occasion will definitely be better able to use the "language" and be more proficient in either productive or receptivity.

Vocabulary is the total number of words needed to express concepts and the speaker's meaning. A broad and diverse vocabulary is one of the most crucial

language abilities that students must learn in order to successfully master the language. Proficiency in a diverse vocabulary is crucial for effective communication, high-quality writing, and understanding of complex content.[1] Vocabulary mastery is the ability to learn and understand a term that is used in the English language. It is the cornerstone of communication that can express the right meaning both orally and in writing and is understood by everyone. At this phase, vocabulary mastery is essential since it will speed up our learning of English. It is easier for us to communicate with people when we learn new words. It helps us achieve our objective of learning English.[2]

Prior to writing this research, the writer performed preliminary research by witnessing the vocabulary mastery of the eleventh-grade students at SMAN 1 Pandeglang. Based on the observation of the class, a lot of student still have trouble understanding what their teachers are saying. The students' inability to learn vocabulary is the problem. Furthermore, the teachers' approaches to teaching are less innovative and successful, and they are unable to plan courses in the classroom that make use of media that can help students learn. It was found that certain students possess enough vocabulary mastery. This is shown in a few ways: A lack of interest on the part of students in learning English due to their perception of English lessons as "difficult" is one of the factors that affect their ability to comprehend and master vocabulary, according to data from class observations and interviews with students at SMAN 1 Pandeglang. Additionally, vocabulary mastery has an average value of 50%. Student are less motivated and excited about learning English since there is a dearth of media resources available for language instruction. When the teaching team gives less attention to the language that has already been taught, students lose interest in it and are less driven to acquire and master it.

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[1] Siti Nurmeliya Baskarani, 'The Teaching of English Vocabulary (A Case Study at the Seventh Grade Students of MTs Negeri 2 Jakarta)', *Jurnal ADIMAS*, 4.12 (2016), 1–108.

[2] Hesti Wida Sari, 'Improving Students' Vocabulary Mastery Through Blindfold Game (A Classroom Action Research with the Eighth Grade Students of SMP Negeri 2 Hulu Gurung in the Academic Year of 2021/2022)', 2019, 7–17.

There are many learning media that can be used to help students improve their vocabulary Mastery such as Vocabulary Slides, Vocabulary Tree, Concept Maps, Blindfold Games, Vocabulary Notebooks, ABC Brainstorm, etc. ABC Brainstorm is a graphic organizer created by Katherine S. McKnight. This graphic organizer makes the vocabulary material taught to students using the ABC Brainstorm technique more exciting and easier for them to understand. Additionally, ABC Brainstorm can be used to facilitate the gathering of historical data and enhance student comprehension. It can also be used in a range of contexts for instruction and learning. This relates to the occurrence at SMAN 1 Pandeglang, which functioned as the site or focus of the data collecting. In particular, because ABC Brainstorm media can pique students' interest in learning English, the writer chose it as a method to provide students with an interesting and distinctive presentation of the learning process. ABC brainstorm is an effective way to help students get their ideas down on paper. The ABC Brainstorm Strategy helps structure students' brainstorm by allowing them to generate ideas that begin with each letter of the alphabet. This can be done individually, in small groups, or as a whole class activity. It is a quick way to generate thoughts, gauge prior knowledge, and evaluate learning.

The writer is persuaded, based on some of the previously mentioned arguments, to investigate the process of vocabulary mastery ability development through the use of ABC Brainstorm media, which has never been done or applied by English teachers to students of SMAN 1 Pandeglang. It is hoped that this study will alter students' perceptions of how hard and boring it is to learn English and will assist English teachers in offering strategies to boost students' motivation to learn the language, particularly when it comes to vocabulary mastery.

1.2 Identification of Problem

From the research background above, the identification of the research is:

1. Students should dig deeper and develop their vocabulary mastery skills, as it is known that vocabulary mastery skills in the school is still not superior enough

2. Students should be able to utilize the existing media on vocabulary mastery to help students master a lot of vocabulary.

1.3 Focus of The Study

The writer realizes that there are several obstacles in conducting this research. Therefore, the focus of this research is to measure The Effectiveness of ABC Brainstorm to Improve Students' Vocabulary Mastery of the Eleventh Grade of SMAN 1 Pandeglang.

1.4 Research Question

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

1. How is students' vocabulary mastery before and after using ABC Brainstorm media in teaching vocabulary at the eleventh grade of SMAN 1 Pandeglang

2. How effective ABC Brainstorm media to improve students' vocabulary mastery at the eleventh grade of SMAN 1 Pandeglang?

1.5 Objectives of Study

Based on the research questions, the writer decides the following as the research objective:

1. To investigate the condition of students' knowledge before and after using ABC Brainstorm learning media for vocabulary mastery skills.

2. To measure the extent of students' knowledge in the development of vocabulary mastery after using ABC Brainstorm learning media.

1.6 Significances of Study

There are two significant studies the significance of this study can be viewed in to approaches:

1. On one hand. The study should theoretically yield some benefits, particularly in the area of developing learning materials for teaching vocabulary to foreign students of high proficiency in English.

   a. From a practical standpoint, this study benefits teachers, students, and researchers.

   b. For the Researcher

As an observer, the writer has direct access to the real activity process, which provides him with invaluable experience for his participation in ongoing activities and his capacity to address any scenario.

c. For the Teacher

It is anticipated that this research will offer teachers a useful tool for enhancing students' vocabularies.

d. For the Students

This research will yield advantages, motivation, and a positive effect on the growth of language mastery abilities.

1.7 The Previous Studies

The first previous study from Untari, Dita entitled "*The Effectiveness of Using ABC Brainstorming In Improving Students' Reading Comprehension Ability (An Experimental Research at the Second Grade of SMAN 22 Kab. Tangerang*)".[3] This study explores the possible advantages of ABC brainstorming on students' reading competency, as the research paper's title makes evident. The purpose of this study is to ascertain the following: the degree to which ABC Brainstorm improves second-grade students' comprehension at Senior High School 22 Kab. Tangerang; the degree to which ABC brainstorm is applied to improve second-grade students' reading comprehension at Senior High School 22 Kab. Tangerang and the responses that the students provide to particular questions. Using the pre- and post-testing procedures, the experimental and control classes in this study were split into two groups and pre- and post-tested. The study's demographic sample is sixty second-graders from Senior High School 22 Kab. Tangerang. The study's findings indicate that the null hypothesis is rejected and the alternative hypothesis is accepted when it receives a t-test score of 1% or 5%, respectively. This implies that appropriate use of ABC

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[3] Untari, Dita (2017) The Effectiveness of Using ABC Brainstorming In Improving Students' Reading Comprehension Ability (An Experimental Research at The Second Grade Of SMAN 22 Kab. TANGERANG). http://repository.uinbanten.ac.id/id/eprint/1297

Brainstrom has a major impact on students ability to improve their reading comprehension.

The second previous study by Muhammad Fadly entitled *"The Effectiveness of Graphic Organizer in Learning Vocabulary"*. The study aims to gather empirical data regarding the utility of graphic organizers for vocabulary mastery. It is discovered by looking at the ways that distinctions between two groups have resulted from the usage of a graphic organizer as a medium. The writer employed a quasi-experimental design in this work by using one controlled class and one experimental class. The average gained score for the experimental class was 11.36, according to the results. In the meantime, the controlled class's average obtained score was 9.12. This demonstrates that the experimental class's average gained score was greater than the controls' average gained score. Based on the aforementioned research, it was discovered that Graphic Organizers (GOs) were beneficial for vocabulary mastery.[4]

The third previous study by Syaifudin Latif entitled *"Enriching Students' Vocabulary Mastery Using Graphic Organizers"*. This action research aims to: (1) ascertain whether utilizing graphic organizers increases students' vocabulary; and (2) characterize the learning environment in the classroom when using graphic organizers for vocabulary instruction. Research diaries, questionnaires, interviews, and observations are used to gather qualitative data. Testing is the method used to get quantitative data. The writer employed the constant comparative method to evaluate qualitative data. The study's findings demonstrate how employing graphic organizers in the classroom could aid students in expanding their vocabulary. The following are some examples of how the students' vocabulary has grown: Not only do they understand the content, but they also speak English fluently and have a huge vocabulary. Because students are more engaged in class, more on time, pay greater

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[4] Muhammad Fadly, *THE EFFECTIVENESS OF GRAPHIC ORGANIZER IN THE EFFECTIVENESS OF GRAPHIC ORGANIZER IN LEARNING VOCABULARY (A Quasi Experimental Study at the Eighth Grade Students of MTsN Tangerang II Pamulang)*, 2016.

attention to what is being taught, and most of them answer questions, the classroom is a better environment to study.[5]

The writer believes this research can yield new insights and complement areas not previously explored in previous studies, based in part on the research mentioned above and the research questions they submitted. Therefore, by researching the effectiveness of the ABC Brainstorm learning media in the process of improving vocabulary mastery skills at SMAN 1 Pandeglang. According to the writer, this study warrants further investigation and will significantly advance the inclusion of a bachelor of science degree.

The update that the writer wants to convey through this research is to find out the effectiveness of ABC Brainstorm in improving students' vocabulary, in previous research conducted by Untari, Dita (2017) with the title Effectiveness of Using ABC Brainstorming in Improving Students' Reading Comprehension Skills (An Experimental Research in Class X SMAN 22 Kab. Tangerang) in the results of his research stated that the Effectiveness of Using ABC Brainstroming has a significant influence in improving students' reading comprehension skills. In a book entitled The Teacher's BIG BOOK of Graphic Organizers states that ABC Brainstorm is used to improve reading comprehension skills. Therefore, the writer wants to test the effectiveness of using ABC Brainstorm as a learning media to improve students' vocabulary. Supported by the book by Linda G Allen & LeAnn Nickelsen entitled "Building Foundation for Powerful Vocabularies" ABC Brainstorm can be used to increase students' vocabulary.

1.8 The Hypothesis of The Research

This study has hypothesis which can be described as follows:

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

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

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[5] Syaifudin Latif Darmawan, 'Enriching Students ' Vocabulary Mastery Using Graphic Organizers Syaifudin Latif D (English Department of Muhammadiyah University of Metro)', *Premise Journal*, 6.1 (2016), 102–19 <www.ojs.fkip.ummetro.ac.id>.