

CHAPTER I

INTRODUCTION

This chapter discusses about research context, research focuses, research objectives, significances of study, scope and limitation, definition of key terms, and previous study.

A. Research Context

Language is the ability that humans have to communicate with other humans using sign, for example, words and gestures. As stated by Mulyadi that language is a system of arbitrary vocal symbol used for human communication.¹ In daily activities of course communication is the most important one because communication is a process of conveying an information, ideas, feelings and others, through using symbols such us words, pictures, numbers and others. When they want to communicate, there they need to know a lot of vocabulary, especially in a foreign languages, such us English, Arabic, Korean and so on. Therefore, knowing vocabulary is important to be applied in a daily life, because if they are able to have or able to implement a good vocabulary, they will have ability to speak well.

Vocabulary is one of component in learning English.² It is important one to develop all skill in English, like, writing, speaking, reading and listening. If the

¹ Mulyadi, *Introduction to Linguistic* (Pamekasan: STAIN Pamekasan Press, 2009), 1.

² Abdul Wafi, *Terapi Ngomong Inggris Versi MUI* (Pamekasan: Duta Media Publishing, 2018), 4.

students lack of vocabulary, they can not convey anything to develop their language. So that is why learning vocabulary is become important one before learning four skills in English. As Jeremy stated that vocabulary is one of important elements in language.³ It is also the aspects that espouse someone in mastering English, because the more vocabulary they have the more confident and fluent their speaking will be and the more they master vocabulary, the better their performances in all aspects of English language will be.

A good mastery of vocabulary is important for anyone who learns the language which used in reading, writing, listening and speaking also. A learner of a foreign language will speak fluently, accurately, write easily, hear correctly or can understand what he or she reads and hears if he or she has a good vocabulary enough and has capability of using it accurately by weekly memorizing obligation of vocabulary mastery. Means it is the obligatory program that students have an obligation to memorize vocabulary than submit it once a week in the speaking activities. They will have a good speaking skill if they can master vocabulary, and their vocabulary will add or increase every week, and of course the more vocabulary they master the better their speaking will be.

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners' speak, listen, write and read.⁴ While Hiebert and Kamil also stated that vocabulary is the knowledge of meaning of words.⁵ Means that it is the first step for the students if they want to achieve their goal in

³ Jeremy Harmer, *How to Teach English* (England: Pearson Education Limited, 2007), 60.

⁴ Richard Jack, *Methodology in Language Teaching* (Cambridge: Cambridge University Press, 2002), 255.

⁵ Elfrida Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary* (London: Lawrence Erlbaum Associates, 2005), 3.

learning English skill. Vocabulary is an essential part of language and always be the first thing to learn a language, it considered basic, either written or spoken. It is the basic competence that should be mastered by the students. Through vocabulary, the students are able to master four language skills, they are, listening, writing, reading and speaking. That is why mastery of vocabulary determines the mastery of four language skills, because by having a good mastery of vocabulary the students are able to communicate well and clearly with each other.

According to Thornbury, speaking is so much a part of daily life what we take it for granted.⁶ It means that speaking is not as easy as they think, it is not an easy skill to be mastered. They need to learn and have to practice consistently everyday in a daily life. Being a good English speaker not only pay attention for how fluent the speakers speak, how the speakers pronounce each word, but also how the speakers comprehend the grammar to produce a good utterance. So that their speaking can be understood in communicating with the others.

Speaking is one of the important skills in language learning beside listening, reading and writing. Speaking is an activity in giving and asking information as if dialoguing by two or more people.⁷ Speaking is one of the way to deliver anything like some ideas, feelings and others. So that, it is becoming an important part of daily life. And that is why the humans must know to speak first before delivering

⁶ Scott Thornbury, *How to Teach Speaking* (English: Person Education Limited, 2005), 1.

⁷ Fernandes Arung, Improving The Students' Speaking Skill Through Debate Technique, *Journal of English Education 1*, no.1 (Universitas Sembilan Belas November Kaloka, 2016), 71.

their ideas, thought, feelings etc. as stated by Jeremy Harmer that good speaking activities can and should be extremely engaging for the students.⁸

Actually, in speaking activities, the students can communicate if they have clear information that will be told with other people, and also if they have a good enough mastery of vocabulary by mandatory weekly. Because the larger vocabulary the students mastered, the better they perform their language. By having a limited vocabulary, the students will find difficulties in mastering English skill. Mandatory weekly vocabulary mastery is needed to be implemented in the process of daily speaking activities, because the more obligation they do the more vocabulary they will get, they can practice on their daily life and they will have a good speaking fluently.

Speaking is one of language skill which is very important for students to be mastered in order to be a good communicator.⁹ Someone who has a good speaking skill, will produce a good communication. Moreover if they can master vocabulary and increase it every week. It is good to be implemented in the daily activities in order they can achieve their goals especially in the speaking activities, by weekly memorizing obligation of vocabulary mastery they will be more *istiqomah* in memorizing vocabulary, they will get new vocabulary every day and of course this will greatly affect to their fluency when they speak. They do not need to think what vocabulary they will convey when they are communicating with each other, because they have mastered the vocabulary automatically. In

⁸ Harmer, *How to Teach English*, 123.

⁹ John W Creswell, *Educational Research Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Fourth Edition* (Boston: Pearson Education, 2012), 105.

helping students to master vocabulary so that Puteri Khadijah Islamic Boarding School was built for students collage of IAIN Madura which applies two languages (bilingual) namely English and Arabic, and for the students who stayed there they must speak both two languages. This case supports the students of Puteri Khadijah Islamic Boarding School in vocabulary mastery. They are supposed to speak English and Arabic every day except on Sunday because on Sunday is free so, they may speak Indonesian each other.

Weekly memorizing obligation of vocabulary mastery become an obligation program for all students of Puteri Khadijah Islamic Boarding School every day, and it is especially for the first and second semester students. They have to memorize at least five words or more than it, then submit it to their own tutor after doing dawn prayer. From the vocabulary that they memorized, they implemented in their daily speaking activities with each other, the more vocabulary they memorized the better speaking they will have and fluently.

In this case, when the researcher observed at Puteri Khadijah Islamic boarding school, the researcher found that many students who are implementing the weekly memorizing obligation of vocabulary mastery can have a good speaking ability. Means that some of them still have a low speaking ability event they have already knows many vocabularies from that activity. Some students are still reluctant and even keep their mouths shut when they are invited to talk in English. Whereas when viewed from the mastery of vocabulary, the student should already be able to speak English even in very simple sentences. As the researcher knew that cottage has several programs, and it is one of the featured

programs that apply there to support the students in master two languages namely English and Arabic.

Based on the phenomena above that had been done by the researcher, the researcher interested to study and observe more about the mandatory weekly vocabulary mastery in the process of speaking activities especially the first and second semester students of Puteri Khadijah Islamic Boarding School. So, the researcher decided to conduct research entitled **The Implementation of Weekly Memorizing Obligation of Vocabulary Mastery in The Speaking Activities at Puteri Khadijah Islamic Boarding School (First and Second Semester)**. This title was taken because the researcher wanted to know on how they are implementing the mandatory weekly vocabulary mastery in the process of speaking activities.

B. Research Focuses

According to Cresswell, research problem are the educational issues, controversies that guide the need for conducting a study.¹⁰ Related to his statement, this research shows how the user of auto correction whether gets its advantage. He also stated research questions is question that narrow the purpose statement to specify questions that researchers seek to answer.¹¹ Hence researcher must be focus in some questions that make the research to be more specific in

¹⁰ Cresswell, *Educational Research*, 59.

¹¹ *Ibid*, 110.

order to guide researcher to know what must be conducted to find the answer.

Based on the theory, the questions to be answered in this research are:

1. How is the process of the implementation of weekly memorizing obligation of vocabulary mastery in the speaking activities at Puteri Khadijah Islamic Boarding School (first and second semester)?
2. What are the obstacle factors of the implementation of weekly memorizing obligation of vocabulary mastery in the speaking activities at Puteri Khadijah Islamic Boarding School (first and second semester) and how to solve them?

C. Research Objectives

Research Objectives are statements of intent that specifies goals that the investigator plans to achieve in a study.¹² Research objectives should be stated differently from the research problem, as the research problem are stated as questions to be answered by the researchers.¹³ So that, after arranging some questions, researcher are supposed to consider the goal that will be stated as he answer of the following questions above.

Based on the definition above, the researcher has divided the research objectives into two parts as follows:

¹² Ibid, 111.

¹³ Mohammad Adnan Latief, *Research Methods on Language Learning an Introduction*, (Malang: UM Press, 2012), 25.

1. To know the process of the implementation of weekly memorizing obligation of vocabulary mastery in the speaking activities at Puteri Khadijah Islamic Boarding School (first and second semester).
2. To know the obstacle factors of the implementation of weekly memorizing obligation of vocabulary mastery in the speaking activities at Puteri Khadijah Islamic Boarding School (first and second semester) and how to solve them.

D. Significances of Study

Latief said that, significances convinces other people that the research is worth doing.¹⁴ He stated that researches have enough knowledge about the topic in order that it will give significances to theory as well as practice. It is means that significances of study is the statement of why the research problem is important to research and how is the solution will improve certain knowledge to certain people. In this case, researcher has divided into two significances, namely:

1. Theoretical Significance

Theoretically, by conducting this research, researcher hopes can give benefit for library of IAIN Madura as the adding references collection especially for educational research sources and it will help the researcher to improve the ability in research practice and increase the knowledge.

2. Practical Significance

¹⁴ Ibid, 21.

a. For Students of Puteri Khadijah Islamic Boarding School

This research will help them in the implementation of weekly memorizing obligation of vocabulary mastery in the speaking activities.

b. For Reader

By reading the result of this study, reader will get new knowledge and reference dealing with the implementation of weekly memorizing obligation of vocabulary mastery in the speaking activities.

c. For other researcher

For the next researcher, the result of this research can be, a reference to conduct research related to the implementation of weekly memorizing obligation of vocabulary mastery.

d. For IAIN Madura

This research should be an addition collection in library of IAIN Madura especially for the next generation students for reference either in doing assignment or comparing theory.

E. Definition of Key Terms

To avoid ambiguities, researcher provides some terms in order to misunderstand that will happen to the reader. This research will help more the reader if this research is available of explanation of some words which called key terms.

Based on the need, this research has some key terms as follows:

1. Vocabulary mastery is an ability in understanding using the word and meaning, and it is the all languages and words either used or understood by a people or group of people. It is one of factors to master English as a foreign language.
2. Weekly Memorizing Obligation is synonym from the word compulsory, necessary. Means that it is an obligatory program that applied in a week.
3. Speaking skill activities is one of skill in English. It is a way on how people deliver anything each other like some ideas, thoughts, feelings, and others.
4. Puteri Khadijah Islamic Boarding School (PPPK) is one of places in which there are several students of IAIN Madura from the first semester up to the last semester who live there.

F. Previous Study

There are three previous studies that the researcher could find, namely; in two thousand and eighteen Syarifah conducted research entitled *The Correlation Between Beginner Students' Vocabulary Mastery and Their Speaking Skill at Sablillah English Course Dormitory Sampang*.¹⁵ This research reported on the correlation between beginner students' vocabulary mastery and their speaking at Sablillah English Course Dormitory Sampang, she correlated vocabulary mastery and speaking skill, this research used quantitative research approach to explain the relationship among variables, this uses non-experimental research design namely

¹⁵Nuris Syarifah, *The Correlation Between Beginner Student's Vocabulary Mastery and Their Speaking Skill at Sabilillah English Course Dormitory Sampang*, (Thesis IAIN Madura, Pamekasan, 2018).

correlational research design. The findings of this study is to indicate correlation between vocabulary mastery and speaking skill, and the significant correlation between vocabulary mastery and their speaking skill.

The similarity between the previous study and the present study is both of us conduct research on vocabulary mastery and speaking skill. The differences between the previous study and the present study are, in the previous study discussed about “Correlation Between Beginner Students’ Vocabulary Mastery and Their Speaking Skill at Sabilillah English Course Dormitory Sampang”. Whereas in the present study, the researcher discussed about “ The Implementation of Weekly Memorizing Obligation of Vocabulary Mastery in The Speaking Activities at Puteri Khadijah Islamic Boarding School”. In the previous study used quantitative as the approach namely non-experimental research design, whereas in the present study used qualitative as the approach and used descriptive as kind of the research.

Previous study which also conducted research entitled “Improving Students’ Vocabulary Mastery Through Bingo Games”¹⁶ by Rahmasari in two thousand and twenty one. This research discussed about the improving students’ vocabulary mastery through bingo games, it is used action research study, and the subject of this research was fourth grade students of SDK Petra Mediun, consisting 30 students. It was done in two cycles, she did some steps for each cycles. They were planning, action, observation, and reflection. The data were collected by using test, observation, and interview. Furthermore, the data were analyzed by using

¹⁶ Brigitta Septarini Rahmasari, Improving Students’ Vocabulary Mastery Through Bingo Games, *Jurnal Kependidikan* 7, No.1 (March, 2021)

descriptive statistic. It was compare between the scores of pre test (before implementing Bingo Game) and post test (after implementing Bingo Game). The research finding showed that vocabulary mastery of most students improved after Bingo Game was used in the teaching and learning process.

The similarity between the previous study and the present study is both of us conduct research about vocabulary mastery. The differences between the previous study and the present study are in the previous study discussed about “Improving Students’ Vocabulary Mastery Through Bingo Games at SDK Petra Madiun”. Whereas in the present study discussed about “The Implementation of Weekly Memorizing Obligation of Vocabulary Mastery in The Speaking Activities at PuteriKhadijah Islamic Boarding School”. And in the previous study used Classroom Action Research (CAR) as the research method , whereas in this present study used qualitative research.

Previous study which also conducted research entitled “Improving Vocabulary Mastery Through Meaningful Alphabet Technique at The Tenth Grade Students of SMA Negeri Model Terpadu Madani Palu”, by Marhum and Kamaruddin in two thousand.¹⁷ This research discussed about Improving Vocabulary Mastery Through Meaningful Alphabet Technique, it is used action research study, they stated on their research that the aim of the research is to determine how is the application of the meaningful alphabet technique improves students’ vocabulary mastery.

¹⁷Ahmad Zulfahri, Mochtar Marhum and Abdul Kamauddin, Improving Vocabulary Mastery Through Meaningful Alphabet Technique at The Tenth Grade Students of SMA Negeri Model Terpadu Madani Palu, *e-Junal Bahasantodea*, 4. No 2(2016), 47.

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