

Chapter I

Introduction

Basic Consideration

Vocabulary is a crucial thing that has to be mastered by the students in learning English as a second or foreign language. Vocabulary is essential to be mastered as students learn the words, sentences, dialogues, and paragraphs to make an excellent communication with other people. Vocabulary should be taught as a critical aspect of foreign language components, in which it will determine the success of the four language skill: listening, reading, writing and speaking. Also, the learners' vocabularies that have been thoroughly mastered will determine their performance in their target language.

Mastering vocabulary is essential activities to achieve students' proficiency in learning the language since it is possible for students to achieve the four major English skills. How well the students' mastery in listening, reading, writing and speaking depends on how far the vocabulary mastering is. According to Webster Dictionary (2014) "Vocabulary is defined as a collection of words, terms, or phrases that are used by individuals, groups, or science to explain something or define something."

Furthermore, mastering vocabulary is an excellent skill of knowledge related to a set of words known by learners as a part of the specific language. The knowledge that they get from mastering the vocabulary can be used in communicating or

sharing the idea with other students by giving opinion or idea to have interaction between students to set up a lively class.

Teaching vocabulary is not a simple thing to do. A proper teaching technique to make students comprehend the lesson requires appropriate methods. The more students grasp the vocabularies, the easier for them to learn other aspects of the English language. According to Shepherd, (1983: 43) "Teaching vocabulary is important, to enable the student to communicate using the language they are learning and makes the students are able to identify quickly and accurately the meaning that appears in book, articles and other material that students read." In the English curriculum in 1994 explained that to be able to communicate, Junior High School students should master 1000 vocabulary. However, on the curriculum 2013, it does not specify the amount of vocabulary mastery.

Further, according to the observation done by the researcher on (Tuesday, March 14, 2017) based on the interview results with the English teacher, it is found the fact that (1) The English teacher employs the curriculum 2013 in the learning process. (2) the limitation vocabulary mastery of students which can be seen from the struggling of the students to find the difficult meaning of words in the reading text. (3) the disinterest of students in the teaching strategy for teaching vocabulary.

As stated above, the researcher intends to find out the effect of enhancing the students' vocabulary through a scientific approach. This approach can help the students to comprehend more vocabularies as well as to simplify to understanding

process. Also, through this approach student, it expected students to feel comfortable to learn English, especially in vocabulary mastery.

The scientific approach is intended for teachers as a facilitator to facilitate the students to get a learning activity where this approach centered on the students. According to Tang et al. (2009), “Scientific approach is characteristics of “doing science.” This approach allows teachers to improve the process of learning by dividing it into steps or stages which contains detailed instructions in conducting students learning. The aim is to enhance student’s vocabulary by the application a scientific approach.

Research Question

Based on the description about the problems above, the formulation of problem in this research is “*Can the scientific approach enhance the students’ mastery of vocabulary?*”

Objective of research

“Based on the problem stated previously, the objective of this research is to find out whether the using of scientific approach can enhance the student mastery of vocabulary or not.

Significance of research

1. For teacher, researcher hope to give information on the teacher’s teaching and learning process especially about the implementation of the scientific approach.

2. For student, Practically, the present study be useful for the students in improving the vocabulary mastery and be able to increase their motivation and interest in learning English.

Delimitation of research

In this research, the researcher focuses on applying scientific approach to enhancing the students' vocabulary. This research focuses on vocabulary especially nouns in the class VIII of SMP Katolik Santa Maria in 2017/2018 academic year.

The relevance of research

The researcher found some previous research to related scientific approach. The first is skripsi entitled "Scientific Approach of 2013 Curriculum: Teachers' Implementation In English Language Teaching (At state junior high school in Bandung Regency) it was written by Pupung Purnawarman, Al, a graduate of English Department of Indonesia University of Education. The objective of her study was at investigating the teachers' implementation of scientific approach in English Language Teaching in one state junior high school in Bandung Regency. In addition, this research discusses the conformation of the Scientific Approach implementation and the lesson plans based on the 2013 curriculum. The result of her study showed that the teachers implemented the scientific stages in English Language Teaching. They conducted observing, questioning, experimenting, associating and communicating in the sequence activities.

The second study entitled “The Implementation of Scientific Approach in Teaching English Speaking (A Descriptive Study to the Seventh Grade Students of SMP Nurul Islam Ngemplak in 2014/2015 Academic Year).” by Reni Trisnawati (2015). She is a student of IAIN SURAKARTA. The researcher mainly describes the implementation of scientific approach in teaching English speaking and to describe the strength and weaknesses of implementing scientific approach in teaching English speaking at seventh grade students of SMP Nurul Islam Ngemplak in academic year 2014/2015.

From two previous studies above, the difference of the study from previous research is that the skill of the research. At the first previous research, it used the English Language teaching and the second is speaking skill while in this research it using vocabulary. The researches focuses uses scientific Approach to enhance the student’s vocabulary in learning process at eight grade of junior high school of SMP Katolik Santa Maria.