Chapter One

Introduction

This chapter will lay the groundwork of the research. This chapter will be divided into several sub-chapters each with its own topic information. In this introductory chapter will be covering about the background, the problem, the limitation, the research questions, the objectives, the significance, and lastly the outline for the entire research paper.

Background of the Study

Based on Brown (2010), vocabulary is a set of lexemes, consisting single words, compound words, and idioms that are typically used when talking something. To be able to speak fluently and accurately, speaker of foreign language should master enough vocabulary and has capability to use it accurately. Within any language, there is no denying about the importance of vocabulary. One might argue, despite there are many other things to consider in a system of language, vocabulary forms the very foundation and one most important thing beyond any other aspects that exist inside a certain language. Vocabulary is a part of linguistics competence. According to Canale and Swain, "linguistics competence is concerned with mastery of linguistics code (verbal or non-verbal) which includes vocabulary knowledge as well as knowledge of morphological, syntactic, semantic, and phonetic rules." (Butler *et al*, 2010).

Vocabulary is then an essential component learned in language learning. In relation to this, the linguist Tomlinson (2008) stated that without

grammar very little can be conveyed, without vocabulary nothing can be conveyed. The most important point of the statement above is that mastering vocabulary for the students is the main component in order to learn a language successfully. Grammar provides the overall patterns, and the vocabulary is the basic material to put into the patterns, cause there is no sentence, no essay, and even no language without vocabulary. One of the famous English applied linguists Wilkins said - out grammar very little can be conveyed, without vocabulary, nothing can be conveyed (Pan *et al*, 2011). Even with other units already set into one language, without vocabulary, language will not even stand on its own feet.

In addition, one of the scopes of English learning is the ability to comprehend and produce short functional text in the form of procedure, descriptive, narrative, and recount texts. So that vocabulary becomes one of the important aspects in English learning. It means that the students have to master vocabulary well in order to make them understand and produce those kinds of texts easily (Kim et al., 2011).

Since vocabulary becomes one of the important aspects in English learning process, the teaching vocabulary in the classroom should be appropriate in order to avoid problems related to the Students' Vocabulary Mastery. But in fact, some students in private university in Yogyakarta still faced many problems dealing with vocabulary. Those problems are: first, students are lazy to memorize all the unfamiliar words that they heard or read in a text. Second, students have difficulties in understanding or comprehending the meanings of unfamiliar words. Third, students are bored and unmotivated

to learn English. The conventional technology which is applied by the teacher seemed to force them to memorize new vocabularies without the help of media. It made the students tend to show low attention in acquiring new vocabularies (Krashen, 2009).

In relation to the vocabulary mastery, the use of instructional media could be used as a tool to attract the students' attention, interest, and motivation to learn. The common media that are used by students is computer assisted language programs. The computer assisted language programs and the internet resources have now become the indispensable supplementary of vocabulary mastery. Educators recognize that utilizing computer technology can be convenient to create both independent and collaborative learning environments and provide students with language experiences as they move through the various stages of second language acquisition (Richards, 2002). Through the use of the Internet, word processors, presentation software, multimedia, hypermedia, drill and practice programs, the students can engage in individualized instruction designed to meet their specific needs and participate in cooperative projects that foster communication with peers in their classrooms and throughout the global community. The instructors should also train student teachers for equipping with relevant abilities and competencies especially in on-line literacy and communication skills and assist them to build correct technology attitude and belief in order for student teachers can employ computer technology and the Internet to strengthen their vocabulary mastery (Belson, 2016)

In order to overcome these problems, people can use a wide array of solutions. They can just simply keep practicing, while the others might want to find the easier method for themselves. Some of them need some preparation while the other comes naturally, each of them might or might not actually have positive effects or having any effect whatsoever. Now back to this study's focus on the effect of the habit of using the internet on the vocabulary. The researcher wants to find out whether having a certain habit in using the internet has some effects on one's vocabulary.

Identification of the Problem

Problem that students face in order to mastery vocabulary of the language of their choosing can be varied. Students can be lazy and find the act of studying as a chore. Maybe they cannot find a place and time to study, or maybe they have very little material to work with. Moreover with such a big subject to memorized and master, it can be a bit daunting to even try to learn vocabulary.

Internet as a medium is very versatile in term of its capabilities. It has massive library of material to work with, and most of the time the studying process can be made fun with various games and activities. It's also accessible almost everywhere making it a perfect companion for study.

The problem of internet is not from the internet itself, but the majority of its users who only treat it as a social websites or to watch video. Only a minority of the users actually take the opportunity to use it for learning whether passively (learning through lurking internet without the intent of studying) or actively (actively seek material for studying).

What this research want to see is how well is the students' habit in using internet correlate with their ability in mastering vocabulary. this is done by comparing the habit and vocabulary of its various participant and see how big the correlation between those variables.

Delimitation of the Problems

There are some limitations to this study so that the research can be quite manageable. Firstly comes from the subject of the study, which is vocabulary. As the researcher already mentions in the previous sub-chapter, vocabulary is a very general and broad topic. Within the general idea, there are many sub-topics that need to be covered if we want to talk about vocabulary as a whole. It is impossible for the researcher to gather information in such a large scale of the topic with such a limited resource and time. So, it will make much more sense to limit the scope of the research. This study was only be limited to find the students' understanding of vocabulary, this including the meaning and/or how to use them. It means that to master the language skills someone needs to master the vocabulary first.

The second limitation is the size of the population. This study is small-scale research only consist of a single person for the researcher. Managing a large population will be hard for the researcher to handle. So, it is decided to limit the population size into the student of English Educational Department in a private university in Yogyakarta. These students are chosen because they are currently is the most senior in the department, meaning they have the most experience among the students who are still studying in the said campus. This will be further be detailed in the third chapter.

Research Questions

Based on the previous sections of this chapter and the type of research this thesis is conducting, we can draw a conclusion that there will be 3 research questions. The questions are:

1. What is the students' habit when using the internet at EED in a private university in Yogyakarta?

2. What is the Students' Vocabulary Mastery at EED in a private university in Yogyakarta?

3. What is the correlation between students' habit when using internet and Students' Vocabulary Mastery at EED in a private university in Yogyakarta?

The Objective of the Study

The objective of the study will follow the same formula with the research question. The objective of this study is to find out the correlation between students' habit when using internet and Students' Vocabulary Mastery at EED in a private university in Yogyakarta.

The Significance of the Study

There are several groups of people that might discover some beneficial finding in this study. Here are several groups that are projected to get the benefit from this study.

Teachers. Teachers are expected to gain a little bit more information on how the habit of using internet might affect students' vocabulary and also be able to implement internet as a tool to help in their teaching session whether it is directly or indirectly.

Students. Students who read this article will gain more information on the using the internet to increase their vocabulary using the internet so they can consider whether or not using the internet will fit their studying style or not.

Other researchers. This study might become a foundation for other researchers to experiment on similar kind of problem in other context or on a much larger scale.

Students' parents. This study might become an advice for parents to monitor their children usage of internet as well as an advice to not always nagging their children when they are using internet by telling them that all they can do on the internet is just playing games.

The Organization of the Chapters

In this subchapter, the researcher is trying to summarize the chapter and the sub-chapter in the much briefer way. The researcher also will give explanations of what each chapter and subchapter is all about.

The first chapter will explain the background of the research. This will include some foundation of what this based on and what this study is trying to discover. As for the sub-topic of this chapter, there is the background of the study, statement of the problem, limitation of the problem, research questions, objective of the study, the significance of the study, and finally the outline of the study. The second chapter will outline the literatures that were used to back this study. Along with that are some personal experience and beliefs that the researcher might have during of before the research is conducted. The third chapter will give details about the methodology that was used in this study. This chapter will include the type of the research, population, samples, and the

research instruments. The fourth chapter presents the findings and discussion of this research to answer the research questions of this research. In the fifth chapter, the researcher gives the conclusion and recommendation.