

## **Chapter One**

### **Introduction**

This chapter consists of background of the research which discusses about the general topic that the researcher is interested in conducting the research, Identification of the problem discusses about the identification of the basic issues of the research, statement of the problem that states the main problem of the study, delimitation of the problem that discusses about the limitation of the research scope, research questions that become the foundation of this study and followed by its objectives, significances of the research that discusses about the benefits that the readers get from the findings, and outline of the proposal that discusses about the parts of this proposal.

#### **Background of the research**

Many countries in this world learn English because it is important to be able to communicate with people from different country. In Indonesia, English is learned as a foreign language. The government expects that the people in Indonesia can learn English as a foreign language to support their life because they can use English for many reasons such as education, trading, politics, and many more. Therefore, many schools use English as their main subject of the curriculum to support the English teaching and learning in Indonesia.

There is one important thing that is not included in curriculum, teaching strategies. In teaching, especially teaching English, the teachers should consider about vocabulary. Vocabulary is knowledge about word and word meanings (Raphael, 2007). Learning vocabulary is important because it is a basic knowledge of

English. According to Cameron (2001), vocabulary is as one of the knowledge areas of language and plays a great role for learner in acquiring the language. So, the teachers should consider vocabulary as their teaching material because vocabulary is a part of language learning that needs to be developed continuously, especially in high school level. McKeown (1993) also argued that vocabulary knowledge is the heart of a language comprehension and use. Thus, if the teacher wants to improve students' language ability, the teacher needs to teach vocabulary.

In teaching vocabulary, the teachers should apply some strategies to teach vocabulary. Cross (1991) suggested practices strategy as one of the ways to teach vocabulary. In practices strategy, the activities involve classroom review of the previously introduced vocabulary. Therefore, practice strategy is the same as vocabulary review. Vocabulary review is a vocabulary teaching strategy that reviews the previous vocabulary that already discussed.

The teachers believe that by applying vocabulary review in teaching activities, the students can remember new vocabularies that they found during the learning activity in long term memory. Besides, the students may have different perception on the teaching strategy that has been chosen by the teachers. In this case, it is necessary to know about the students' feeling to make sure that students' perception is the same as the teachers' belief.

### **Identification of the Problem**

Vocabulary review was a teaching strategy used by an English teacher in a Senior High School. This research is based on a self-experience of the researcher in

a Senior High School as a teacher in the internship practicum. The teacher who used vocabulary review activity asked the researcher to use vocabulary review in the teaching practicum because the teacher had belief that vocabulary review was very beneficial for students. The teacher believed that vocabulary review could help the students to increase their vocabulary.

Besides, the students never gave some comments on the vocabulary review activity. Even though the teacher believes that vocabulary review is very useful for students' vocabulary acquisition, it does not mean that students also have same perception as the teacher. So, the researcher needs to know the perception of the students about vocabulary review activities. It is important to know students' perception because the teacher should know what students feel about vocabulary review and the positives and negatives impact of vocabulary review based on students' feeling.

Therefore, the researcher states that the problem of the research is the teacher believes that vocabulary review is an effective strategy to teach vocabulary, but the teacher does not know how students feel about vocabulary review. So, this research will study about students' perception on vocabulary review and the advantages of vocabulary review based on students' perception.

### **Delimitation of the Problem**

This study discusses students' perception on their vocabulary acquisition after they have experienced some vocabulary review activities that their teacher gave for them. This study focuses on students' perception on vocabulary review activity

and the advantages that student gained from vocabulary review for their vocabulary acquisition.

### **Research Questions**

The questions that will be the foundation of the research entitled “Students’ Perception on Vocabulary Review towards Students’ Vocabulary Acquisition” are:

1. What are students’ perceptions on vocabulary review activity?
2. What are the advantages that students can get from vocabulary review activity?

### **Objectives of the Research**

The objectives which are based on the research questions that will be reached by doing the research namely “Students’ Perception on Vocabulary Review towards Students’ Vocabulary Acquisition” are:

1. To know about students’ perception on vocabulary review activity.
2. To know about the advantages that students can get from vocabulary review activity.

### **Significances of the Research**

**Students.** After reading this study, hopefully the student can know the advantages and of vocabulary review. They can make a decision if vocabulary review is suitable for them or not. If they think that vocabulary review is suitable with them, they can apply it for their vocabulary learning and they can get the advantages. If vocabulary review does not suitable for them, they can ask the teacher to change the teaching strategy.

**English Teachers.** This study is useful for teacher to know students' perception on vocabulary review towards students' vocabulary acquisition. The teachers will know whether vocabulary review activity is an effective strategy to teach vocabulary or not. The teachers also know about what their students feel and what the advantages that students get from vocabulary review activities. Therefore, the teachers can decide if students feel suitable with vocabulary review activity, the teacher should continue to apply it, and if the students do not feel comfortable, the teacher should change the teaching strategy or give other activity.

**The Future Researchers.** This research can become a source for further research because the findings of this research are useful as an idea for other researchers who would like to study about vocabulary learning. Hopefully this research can be developed by future researchers who will study about vocabulary learning.

### **Organization of the Research**

There are five chapters in this research. Chapter one consists of background of the research that discusses about the general topic that the researcher is interested to study and it is divided into specific cases that become the main problem of the study. After discussing the background, there is an identification of the problem, statement of the problem, and limitation of the problem. Then, this chapter discusses about the research questions that consist of the question that become the foundations of this research and there are also the objectives of the research that become the goals of this research. Chapter one also consists of the significant of the research that talks

about the benefits that the readers can get from this research. Chapter two consists of literature review that discusses about the theories that can support this study and conceptual framework that discusses about the general outlook of this study. Chapter three consists of methodology such as research design, population and sample, data collection method, and data analysis. Then, chapter four discusses about the finding of the research which are gathered from the interview. This chapter also discusses about the references or related previous studies that can support the research. The last chapter is chapter five which discusses about the conclusion of the research and the recommendation for the students, teachers, and future researchers.