

# CHAPTER I

## INTRODUCTION

### **1.1 Background**

Cameron (2001) assumed that vocabulary is one of the knowledge areas in language and it has great role for learner acquiring a language. Vocabulary is one of the language components that is really important. Vocabulary development refers to the knowledge of stored information about the meanings and pronunciations of words necessary for communication. If a student does not know the meaning of the word, it is difficult to check for the word that fits.

When students listen to other people, they will try to understand the meaning of the words and then they will repeat the words. Vidal (2003) found that listening to academic lectures in English can also be considered as a source of vocabulary acquisition. Combining a variety of vocabulary-based activities into listening exercises will help strengthen students' understanding of words and word meanings at every level. Through listening, the students will understand new vocabulary from the context in that listening.

English department is one of the colleges that educate the students to be a teacher. To be a good teacher, the student should master a large number of vocabularies. Beside mastered large number of vocabulary, as a future teacher the students should know the way how to teach vocabulary in fun ways. Traditional vocabulary instruction for many teachers involves having students look up words in the dictionary, write definition, and use words in sentences (Basurto, 2004). That's the old techniques in teaching vocabulary. Many students nowadays get bored easily, that's why teacher should conduct the

material in fun activities. In this research the writer wants to know the effect of in-class listening activities to help the students improve their vocabulary mastery. Because in listening activities the students should give more attention so they can get the exact words that the speakers say.

## **1.2 Statement of Problem**

This study attempts to determine the effectiveness of listening activity to improve the vocabulary of the English Department students. This study is conducted to answer the following question:

- What is the effect of in-class listening activity towards students' vocabulary mastery?

## **1.3 Theoretical Framework**

In this research the writer used the following underlying theories: the nature of vocabulary which includes the process of learning vocabulary and the use of listening to improve vocabulary.

## **1.4 The Objective**

To find out the effect of In-class listening activities to help the students improve their vocabulary mastery.

## **1.5 The Significance of The Study**

This study gave the teachers information to develop the material in learning vocabulary using listening activities. Everybody knows that since birth, a baby will learn to speak by listening to other people talking. Other people will drill it until the baby repeats the word. Thorburry (2002) said that to make learners more familiar with the word, drilling should be clear and natural; that means even to learn the first or the second language people should drill the words.

When the speakers drill, the receiver will listen to the speakers. That is why this information would be useful for those who want to do research on the same subject. Besides, this study would also give information to teachers who will teach vocabulary. They would have an alternative technique which can be used to teach vocabulary. This study would also give improvement to English Department students who take Vocabulary 2. For the researcher, it gave experience of using listening activities, and applied this technique in teaching vocabulary.

### **1.6 The Scope of The Study**

The writer investigated students who take Vocabulary 2 subject. The writer will use listening activity in-class to help students to learn vocabulary.

### **1.7 Research Hypothesis**

#### 1.7.1 Null Hypothesis ( $H_0$ ):

There is no significant difference between the students' vocabulary mastery before and after being taught using in-class listening activity.

#### 1.7.2 Alternative Hypothesis ( $H_a$ ):

There is a significant difference between the students' vocabulary mastery before and after being taught using in-class listening activity.

## **1.8 The Assumption**

The assumption in this study:

1. The quality of the audio affects the students to understand the meaning of the new vocabulary.
2. The pre-test represent the mastery of the vocabulary in that level.

## **1.9 Definition of Key Terms**

- Vocabulary

Vocabulary can be defined as “words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)” (Neuman & Dwyer, 2009: 385).

- Vocabulary Achievement

Vocabulary is one of the basic elements in achieving language skills. Students usually have many problems in mastering English words. Hornby (1995: 1331) defines vocabulary as "the total number of words in a language; vocabulary is a list of words with their meanings". They have limited vocabulary to comprehend the meaning of a text; they do not know the context of word used in text; they cannot recognize the meaning of each word; they are not able to hear English words from speakers; they cannot compose their writing task successfully; and they get difficulties to state some sentences in English. Because of that they must improve their vocabulary.

- Listening Activity

According to Underwood, listening is an activity of paying attention to the speaker and subsequent attempt to understand what we hear (Underwood, 1989), that mean all activities that need attention to the speaker we could call it listening. Listening can be done through music, movie, documentary and many others.

### **1.10 Organization of the Study**

This thesis consists of five chapters, which are chapter 1, chapter 2, chapter 3, chapter 4, and chapter 5. The first chapter covers background of the study, statement of problem, theoretical framework, the objective, the significance of the study, the scope of the study, research hypothesis, the assumption, definition of key terms, and the organization of the study itself. The second chapter distributes about review of related literature and previous study. The third chapter of the study distributes about research design, research subject, research instrument, data collection procedure, data analysis, and instructional materials. Data analysis and discussion will be presented in chapter four. And in the last chapter, the writer will draw conclusion, and some suggestions for English teachers, and for the further studies.