

CHAPTER 1

INTRODUCTION

This chapter explains the background, why this research is necessary to be studied and how it is related to the topics in research fields. This chapter also elaborates several theories by the expert to justify the study of this research based on the problem. Such as: students' problem in getting vocabulary easily, students' problem in memorizing vocabulary, and students' problem in understanding text because of lack of vocabularies.

A. BACKGROUND

Vocabulary is a language aspect that has been taught by the teacher in teaching English as a second language or foreign language (Harmer, 2007). Vocabulary can be described as the list of words with their meanings, especially in a book for learning a foreign language (Bull, 2008). Besides, according to Hibert(2005), vocabulary is the knowledge of the meanings of words. Based on the description, it can be interpreted that vocabulary is one of the critical aspects of improving students' English language skill. Without vocabulary mastery, students, even everyone cannot speak well because speaking is the primary goal of learning a language for making excellent communication. Therefore, there should be an enhancing vocabulary in the learning process of students.

The researcher found the problem with English vocabulary retention in the Indonesian context among Indonesian students. From a limited observation in

MTs Ar-Raudloh, there was a vocabulary retention problem among the students. The students still faced some difficulties in learning vocabulary that can be seen from students' score (70) on vocabulary which is still under the minimum standard that is 80. It means their skill is still low. When the researcher asked the students to tell the specific things around the classroom in English, 30 students difficultly described the things. This may be caused by the method chosen by the teacher, the lack of English exposure received by students. Regarding teaching method, the lack of vocabulary may be caused by the method used by the teacher that did not focus on students' orientation or need. The teacher does not drill the students the words in English learning. Therefore, the teacher needs to choose the appropriate techniques of teaching English vocabulary to develop the student's vocabulary retention, especially for young learners. The teacher can use the chunking technique as one of the techniques to be investigated more in this study.

Chunking is the process of arranging and grouping bits of information into common units or chunks (Miller, 1956). The capability to chunk information helps an individual to memorize more and gives a means of using the information that is finally held in his or her memory. Therefore, chunking improves the amount of information we can process. Thus, the researcher tries to increase students' vocabulary retention by using chunking technique as the development of words so that they can memorize and apply it quickly.

Meanwhile according to McLaghin (1987), a chunk is a unit of memory organization, formed by bringing a set of an already formed fragment in memory and welding them together into a larger group. Chunking implies the ability to

build up such structures recursively, this leading to a hierarchical organization of memory, chunking appears to be a ubiquitous feature of human consciousness. Chunking is a memory-enhancing instructional strategy that involves teaching students to get the information they already know this can facilitate students in remembering vocabulary easily. The familiar word can modify it and good atmosphere which enhances students' interest in vocabulary retention of words. There must be a way to change the learning strategy by applying an attractive technique which is called chunking. It can be interpreted that chunking is a technique in which a new word is associated with the familiar word. Enhancing vocabulary retention through chunking technique is teaching and learning process of vocabulary related to enhancing the students' vocabulary efficiently understanding. In this study, chunking is considered as the a technique in improving students' vocabulary retention. Because it is one of the appropriate techniques in improving students' vocabulary retention.

There are several previous types of research about the use of chunking technique. The first is shown by Hassan (2012) about cognitive strategy in learning chemistry: how chunking and learning get together. Chunking strategy applied in short-term memory (STM) by upper second students of mixed chemistry learning abilities. The study aims to observe various chunking strategies utilized by these students when learning the periodic table in the form four chemistry syllabus. The result shows that students applied different chunking strategies, of which, their patterns prevailed at STM level: similar chunking, mixed chunking, and natural chunking. The second is by Zageer (2013) that

discussed the effect of chunking on long-term memory at university students. The aim of this research is to identify the impact of chunking on long-term memory and to investigate that affect the researcher prepared a tool to measure chunking. It consists of two lists, each list contains (24) word, one with complete words and the other with abbreviated ones the groups. The result showed that the students were more able to retrieve the list of abbreviated words than the group with complete words: the means of the first group was higher than the second group. The use of keyword chunking as the way to differentiate instruction can assist teacher seeking better student achievement outcomes. Based on these previous researchers, the researcher tries to integrate the theory of chunking technique on students' improvement in vocabulary retention at MTs Ar-Raudloh. Therefore, this study is entitled "ENHANCING EFL STUDENTS' VOCABULARY RETENTION THROUGH CHUNKING TECHNIQUE" (A Quasi-experimental Study at the Seventh Grade of MTs Ar-Raudloh).

B. RESEARCH QUESTION

From the observation above, the researcher formulates the problems of this research as follows:

1. What is the student's vocabulary retention before using chunking technique?
2. What is the student's vocabulary retention after using chunking technique?
3. How is the significant improvement of EFL students' vocabulary retention before and after used of chunking technique?

C. RESEARCH PURPOSES

The purpose of the research is to answer the question that has been described in the background above.

1. To find out the student's vocabulary retention before using a chunking technique.
2. To find out the student's vocabulary retention after using a chunking technique.
3. To find out the significant improvement of EFL students' vocabulary retention before and after used of chunking technique

D. RESEARCH SIGNIFICANCES

Theoretically, this study is expected to give positive input to both the English teacher and students. The students are directly intended to enhance their vocabulary by repeating the meaning of words in English.

Practically, this research is useful for a teacher to develop of teaching-learning process especially in vocabulary, thre result of this study gives feedback to English language teachers in MTs Ar-Raudlloh. For the students, it can be used for enhancing the ability in mastering vocabulary.

E. RATIONALE

According to Brown (1994), there are important guidelines, which are possible to be conducted by an English teacher to teach vocabulary. The first one is trying to make a situation where students can study vocabulary in context. The second one is trying to minimize the translation technique. The third one of the

essential guidelines is developing the strategy for guessing the meaning of the word.

According to Miller (1956), chunking is the process of arranging and grouping bits of information into common units or chunks. The capability to chunk information helps an individual to memorize more and gives a means of using the information that is finally held in his or her memory. Therefore, chunking improves the amount of information we can process. Thus, the researcher tries to increase students' vocabulary retention by using chunking technique as the development of words so that they can memorize and apply it easily. Besides, according to McLaghin(1987), a chunk is a unit of memory organization, formed by bringing a set of the already formed chunk in memory and welding them together into a larger unit. Chunking implies the ability to build up such structures recursively, this leading to a hierarchical organization of memory, chunking appears to be a ubiquitous feature of human memory. Chunking is a memory-enhancing instructional strategy that involves teaching students to get the information they already know this can facilitate students in remembering vocabulary easily. The familiar word can modify it and good atmosphere which enhances students' interest in vocabulary retention of words. There must be a way to change the learning strategy by applying an attractive technique which is called chunking.

According to Zeller (2011) vocabulary retention of third-grade students from low-income homes following second-grade vocabulary instruction. This study examined vocabulary retention rates of 63 third grade students from low-income

schools a year following instruction. The results indicated that this 15- minute supplement of vocabulary instruction was successful in increasing acquisition of somewhat challenging vocabulary with participants retaining much of their academic vocabulary one year after preparation without review or practice.

According to Schneider in Chen (2002) vocabulary is a complicated process in which several skills are involved, they are vocabulary acquisition, vocabulary retention, and vocabulary transfer.

F. HYPOTHESIS

According to the background, the explanation will be stated as: the teaching vocabulary retention can be enhanced through chunking technique at seventh grade of MTs Ar-Raudlloh. According to Creswell (2012), the hypothesis is prediction the researcher makes about the expected relationships among variable. This research has two variables; the first vocabulary retention as the "X" variable and the second is students' chunking technique as the "Y" variable. The relation of the research hypothesis is proposed as follow: "ENHANCING EFL STUDENTS' VOCABULARY RETENTION THROUGH CHUNKING TECHNIQUE" (A Quasi-experimental Study at the Seventh Grade of MTs Ar-Raudlloh).

The hypothesis in this study is an alternative hypothesis (H_a) and the null hypothesis (H_o). The formulated hypothesis as follows:

H_a : there is a significant improvement in students' vocabulary retention after using chunking technique.

Ho: there is no significant improvement in students' vocabulary retention after using chunking technique.

G. PREVIOUS RESEARCHES

Several of the research has been conducted on vocabulary retention. First, an investigation by Nishida (2013) discusses the influence of chunking on reading comprehension: investigating the acquisition of chunking skill. Chunking has been demonstrated to improve reading comprehension, to understand the function of using chunks to aid reading. This study aimed to quantitatively assess whether the ability to practice chunking accurately could improve reading comprehension skills. The result, that chunking errors decreased when participants received continued instructions on chunking errors was not always associated with improved reading comprehension skills, reading comprehension was most affected by differences in the acquisition and implementation of knowledge of syntactic structure.

The second, a study by Pereyra(2015) discusses extensive reading in enhancing lexical chunks acquisition. The purpose of this action research was to investigate the effect of extensive reading and related activities on the addition of lexical chunks in EFL students. Seven adult EFL learners with an intermediate level volunteered to take part in the 16-week project following reading on the lexical approach. The result, the test carried out by the participants at the end of the project showed the statistical difference in the knowledge and awareness of lexical chunk.

The third, a study by Haiyan (2014) introduces the psychological reality of chunks for EFL China of students' evidence from speaking fluency. The study explores the subjective reality of fragments for EFL China students. Speech samples from three various proficiency group are examined with the help of the computer program, and speaking fluency is thus determined. It is found out that speaking fluency is not linear, and fluent subjects can use, store and retrieve chunks of sentence builders as one single unit while non-fluent ones cannot, which can be attested by the fact that fluent subjects do not or seldom pause frequently within chunks of sentence builders. Finding suggests that pieces are psychologically real for China EFL students, and chunks should be combined into EFL learning and teaching in China.

The fourth, a study by Xu(2016) states that short-term working memory and chunking in SLA. Elaborating the definition of working memory, the relationship between short-term memory and working memory, chunking in SLA and the relationship between short-term memory and chunking. The result, the importance of chunking through the experimental: the students' capacity in fast reading, reading in depth, listening and cloze from experimental group was affected by vocabulary depth through learning the theory of chunking and states how to apply to chunk to second language acquisition.

Enhancing vocabulary technique has been investigated by other researchers. One of them is providing the researcher based on lack of vocabularies. The students could not answer the questions and not use variation words. The students need more exciting technique which can improve their skill in vocabulary

building. The researcher tries to apply a technique namely "chunking." The technique is appropriate to develop students' vocabulary. The research introduces the influence of chunking on reading comprehension: to understand the function of using chunks to aid reading, learners require knowledge of syntactic structures and the ability to use them in practice. In this research focused on the chunking technique. The students will be comfortable to understand this technique and whole class discussion activities, and this technique can provide them good atmosphere in learning.

