CHAPTER 1
INTRODUCTION

A. Background of Research

English has been chosen as the first foreign language to be taught in all schools in Indonesia since junior high school until university. English is very important to adopt and develop science, technology and culture. By mastering English, it is hoped that the students can develop themselves to be intellectual, skillful, and having Indonesian personality in such a way that they can participate in the national development. Teaching English to students should cover the four language skills including speaking, listening, reading, and writing. While the language components that should also be taught are pronunciation, vocabulary, and grammar of English.

From the theory, it is can be inferred that learning vocabulary is important. In addition, it can also lead us easily understanding new concepts as Edge (1993:27) states that “the more words you know, the better your chance of understanding or making yourself understood. He also add that vocabulary is fundamental in language so teaching vocabulary earlier is better than teaching it later. It supports that vocabulary needs to be taught since the beginning level like at Junior High School.

Most of the Junior High School students are poor on vocabulary mastery, the students’ score in vocabulary are unsatisfying. When the teacher gives tasks or homework about vocabulary, most of them didn’t do it
seriously and they feel reluctant to learn or ask more about the new vocabulary.

Nowadays, the teacher rarely use strategy to teach vocabulary, whereas strategy can support the achievement of teaching learning process. Therefore, the teacher has to select what strategy is appropriate for the learners in order that the teaching-learning process runs well. The strategy must be able to make the students active in teaching-learning process. There are many strategies of teaching to improve score of the students and to attract the students to follow the lesson well, one of them is SCANR strategy. SCANR strategy is one of those strategies. In this strategy, students will work individually and the text will be divided to all students. It has five main stages: Substitute, Check, Ask, Need and Revise: In this step, the teacher distributes a text to the students and ask them to comprehend the text individually. After that, teacher asks students to find unknown words to be substituted. Check: students look at the sentence containing the unknown word to decide the class of word. Ask: students look at the wider context, including the surrounding clauses and sentences. Need: the students guess the word meaning. Revise: then revise together.

From explanation above, the title “The Effectiveness of Substitute, Check, Ask, Need, and Revise (SCANR) strategy in Teaching Vocabulary”. Is choosen to be investigated.
B. The Reasons for Choosing the Topic

There are some reasons why the writer choose SCANR strategy for teaching vocabulary, as follows:

1. Vocabulary is very important and vital in learning English because someone will not able to speak or write without having good vocabulary mastery.
2. The teacher does not have a good knowledge about the strategy of teaching, especially teaching vocabulary. The teacher needs a good strategy in teaching. One of them is SCANR strategy because this strategy associates words with its contextual meaning. This strategy also requires students to learn the word through text and sentences through sentence making practice in order to store the words that they have already learn in their long term memory and understand how to use the words in context appropriately.

C. The Problem of the Research

The problem of the research is “Is SCANR strategy effective in Teaching Vocabulary at the Eight Grade in MTs Muhammadiyah 7 Kejobong?”

D. The Aim of the Research

The aim of the research is to know whether SCANR strategy in Teaching Vocabulary effective or not for the eight grade of MTs Muhammadiyah 7 Kejobong in academic year 2014/2015.
E. The Clarification of Term

1. Effectiveness

Effectiveness is a measure of the match between stated goals and their achievement. It is always possible to achieve low standard goals (Fraser, 1994: 104).

2. SCANR strategy

SCANR is a strategy for inferencing a new word’s meaning from the context. It is an abbreviation based on the initial letters of words denoting the order of the procedure: substitute (a new word to be substituted with another or expression), check (for key in the context to confirm the assumption), ask (students look at the wider context, including the surrounding clauses and sentences), need (Making a guess to the meaning of the word), revise (revise the answer). (Jenkin et al in Takae, 2008: 89)

3. Teaching

Teaching is showing or helping someone how to do something, give instruction, guide in the study of something, provide with knowledge, cause to know or understand. (Brown, 2007: 8)

4. Vocabulary

Vocabulary means one of the components of the language and exist without word. (Napa, 1991: 212)
F. Contribution of Research

1. For students

The writer hopes this research will make the students increase their vocabularies and the students can active in learning English especially vocabulary.

2. For Teacher

The writer hopes this research gives an information and alternative strategy of teaching vocabulary. That is by using SCANR strategy.

3. For other Researchers

The result of the research can be used as a reference for starting point to conduct further study about teaching and learning English, especially by applying SCANR strategy in every classroom activity.

4. For the Institution of Education

The institution can conduct this research for other subject material by applying SCANR strategy. It means for developing and increasing the students’ learning achievement. It can give a good effect to increase a credibility of the institution.