

CHAPTER I

INTRODUCTION

A. Background of the study

Vocabulary is central to language and has the great significance to the language learning. The researcher believes that having a lot of vocabularies is the key in mastering English well. This opinion is supported by Rivers (1983:125) as stated in his statement, “the acquisition of an adequate vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication”. However, vocabulary is the most sizeable and unmanagable component in the language learning. A vocabulary size approaching 20,000 word families is essential (Goulden et al., 1990) to match the lexical competence of L1 university graduates.

Some say, vocabulary is difficult to be mastered. People must not only know a word, but they have also to know the meaning, how to use, how to put the word in a good sentence, and how the word is made. On the other hand, Hockett (1958) said that “...vocabulary was the easiest aspect of a second language to learn”. Fundamental as it is for a language acquisition, vocabulary is actually needed to be learnt.

The researcher thinks that people need vocabulary. As Wilkins (1972) in Khalifa (2015) stated that “without grammar, very little can be conveyed, without

vocabulary, nothing can be conveyed”. John Dewey (1910) (in Bintz (2011)), who claimed that vocabulary is critically important because a word is an instrument for thinking about the meanings which it expresses.

Lexical Study 1 in English Education Department is one of the studies that is taught in the first semester. The objectives of Lexical Study are to enrich the students' vocabulary list, that covers knowing the meaning of the word, the pronunciation, the spelling for both simple and complex words.

The term of “lexical” is close to “vocabulary”. Kuo and Anderson (2006) suggested that the learners who are provided with morphological knowledge including the knowledge of how words are formed, by combining prefixes, suffixes, and roots have larger vocabulary repertoire and better reading comprehension.

Lexical Study 1 teaches vocabulary. Vocabulary is absolutely important for the students. Because of the importance of vocabulary, the lecturers have to be able to teach vocabulary through Lexical Study 1. So, they teach their students based on silabus they had to make the teaching learning process run well. Silabus of Lexical Study 1 has 4 main points, there are: 1) learning objectives; 2) materials; 3) learning method; and 4) evaluation.

To know the successful of the lecturers in teaching vocabulary through Lexical Study 1 and the students' expectations to the learning process, the researcher conducted the research that focus on investigating the students' perceptions and the students' expectations on Lexical Study 1 teaching.

B. Statements of the Problem

In this section, the researcher presented some problems dealing with the research. Based on the background, the researcher divided the problems into some points, as follow 1) the learning objectives of Lexical Study 1; 2) the material thought; 3) the teaching process; 4) the evaluation of the study; and the students' expectations on Lexical Study 1 teaching.

In short, the statements of problem of this research were:

1. What is the students' perception of Lexical Study 1 teaching?
2. What are the students' expectations of vocabulary teaching?

C. Objectives of the study

The objectives of the study were to investigate:

1. the students' perceptions of the Lexical Study 1; and
2. the students' expectations of vocabulary teaching.

D. The significance of the study

The result of this study will be beneficial for the lecturers especially for the Lexical Study 1 lecturer. Also this research can be an inspiration and information to the lecturers to improve their learning material and method especially in teaching vocabulary in Lexical Study 1.

E. The scope of the study

Considering many factors may affect students' perception of Lexical Study 1, the researcher limited the scope of this study, such as:

1. Learning objectives;
2. Teaching materials;
3. Teaching learning process (method, sources, lecturers' performance);
4. Evaluation (measurement).

The decision for choosing those topics is based on the silabus of Lexical Study 1. The silabus is provided on the appendices.

F. Clarification of Terms

a. Vocabulary

Vocabulary can be defined as “the words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)” (Neuman & Dwyer, 2009, p. 385). Vocabulary refers to word meaning knowledge and the ability to both understand and use words appropriately in the four language systems of speaking, listening, reading, and writing (Yahia, 2013).

As Corrales (2011) stated in her paper that; Vocabulary - noun (plural vocabularies):

1. All the words that a person knows or uses.
2. All the words in a particular language.
3. The words that people use when they are talking about a particular subject
4. (Also informal vocab {speaker}) A list of words with their meanings, especially in a book for learning a foreign language.

b. Lexical Study

Lexical study is a course containing some activities to extend the mastery of vocabulary that covers meaning, pronunciation, spelling and word class.

