

CHAPTER I

INTRODUCTION

1.1 Background

Vocabulary is one important elements in building English, through it students can communicate his/her idea, emotion, feelings and desires. Further more, vocabulary has a big influence for another skill in English language learning. Because the students can practice their learning activity by learning vocabulary.

Thornbury stated that without grammer, very little can be conveyed, without vocabulary nothing can be conveyed. It means vocabulary is the main component for the students to be mastering in learning language.¹

Even vocabulary is very essential to know, there are many who are not still intrested in sudyng vocabulary. Because they often find difficulties to memorize what words means and do not understand many of the words. It makes the students reluctant to learn English more. To overcome the problems, the teachers should understand what the students needs. Then teach them interisting ways. There are many ways to teach vocabulary, the one is Bloom Taxonomies.

Bloom Taxonomies is a concept classification of learning objectives theory that was introduce by Benjamin Bloom as a psychologist. Bloom taxonomies divided the educational objective to be three domain that can be measured to developed students ability. They are cognitive domain, affective domain and psychomotor

¹Scott Thornbury, *How to Teach Vocabulary* (Harlow Person Longman, 2002), p.5.

domain. Cognitive domain deal with intellect or thinking ability. The second domain is affective domain deal with feeling , attitude, interest, preference, value, and emotions and the third is psychomotor domain deals with feelings attitudes, interest, preferences, value and emotions. By using this technique, the students were able to communicate and got the information from the material because this method can make the students can identify, describe, analyze, and give argue.

When the researcher conducted an observation about vocabulary achievement of the first grade at SMPN 11 Parepare the researcher found that the students' vocabulary mastery was still low. The conclusion was found by give them a short story to they translate and the result is there are many words that they don't know the meaning and they said they are very difficult to memorize vocabulary. Therefore, the researcher decided to overcome the problem through develop their taxonomy bloom.

Based on the explanation above the researcher was interested to conducted a research under the tittle “ Encouraging student's vocabulary Mastery through Bloom Taxonomies Concept at SMPN 11 Parepare”.

1.2 Problem Statement

Based on the observation above the researcher would like to formulate the problem statement of the research as the following:

1.2.1 How is the vocabulary mastery of the students at SMPN 11 Parepare before using Bloom Taxonomies concept?

1.2.2 Is Bloom Taxonomies concept able to encourage student's vocabulary mastery at SMPN 11 Parepare ?

1.3 Objective of the Research

In relation with the problem statement, The objective of the research can be stated that :

1.3.1 To know students' vocabulary mastery of the students at SMPN 11 Parepare before and after using Bloom Taxonomies concept.

1.3.2 To find out whether or not Bloom Taxonomies concept able to encourage students' vocabulary mastery at SMPN 11 Parepare.

1.4 Significance of the Research

The research result was expected to provide useful contribution for:

1.4.1 School

To enrich variety in teaching-learning vocabulary to increase students' vocabulary.

1.4.2 Teacher

The researcher expect to add information about how to improve students' vocabulary through develop students' thinking process.

1.4.3 Student

The researcher expect through this research can improve students' vocabulary with their process thinking approach.

1.4.4 Researcher

Through this research, the researcher can provide an overview for the next researcher who will examine more about Bloom Taxonomies. This research expect to be useful information to the next researcher in encouraging student's vocabulary.

