CHAPTER I

INTRODUCTION

A. Background

In national development, education is the most important thing to increase the qualified human. The education deliver qualified human as arranger in educational development. It happens because of the increase in the education quality. The increase of the education achieve through raising the quality of educator. Moreover, the appropriate innovation of curriculum depends on the development in science and technology. In addition, it needs to support act of preparing the tools and infrastructure well, because the education is the responsibility of family, schools, society, and government.

Active learning is the planning structure that involves the students directly and comprehensively as well as physical, mental, or emotion aspects. In addition, the comfortable class is the most important thing in the process of learning. However, the teachers more emphasize accomplishment the object and targeted curriculum. The way to create, active, effective, and fun classes that is by using the media and pay attention to proclivity the students in learning process. This way will support, motivate, illustrate students' learning. especially, in the English language lesson which is reputed difficult by some students.

According to Alfani (2017), English is the most popular language in the world. English is one of the most important languages of the world. Numbers of speakers use this language for international communication and in other less quantifiable measures. English is the first language to be taught (*Department of Education and Culture*, 1993) However, for English students might be difficult to learn. Therefore, English as a subject at their school seems to be a burden for some of them because, they did not master vocabularies in English language.

Poor vocabulary knowledge of Indonesian students is a matter of serious concern and their quest for finding the suitable way to improve vocabulary knowledge is getting more intense (Alfani, 2017). It might, because of the teachers, the method or the technique which is applied in the classroom. The Method is a generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be concerned primarily with the teacher, student roles, behaviors and secondarily with such features as linguistic and subject-matter objectives sequencing and materials (Creswell, 2012). Therefore, it should be appropriate between the method of learning and the material that applied in the classroom.

There are some methods that can improve students' vocabulary mastery such as direct method, the audiolingual method, total physical response, communicative language teaching and suggestopedia (Brown, 2000). In this study, the researcher focus on the peripheral learning to enrich EFL students' vocabulary mastery. According to Brown (2000) suggestopedia was the method that was derived from Bulgarian phycologist George Lazanov's (1979). He stated that human brain could process great quantities of material if given the right conditions for learning, among which are a state of relaxation and giving over of control to the teacher (Badri, 2015).

There are a lot of previous studies which different with this research. The previous research by Gezer (2012) applying peripheral learning through English idioms learning whether differs to gender or not, the subject research at university grade. Moreover, the previous research by Bahmani, Pazhakh, & Raee (2012) an attempt investigate the effect of peripheral learning on Iranian EFL learners' vocabulary acquisition, retention and recall. The subject research is students studying in different majors of humanities passing their two-credit General English Course. While, the previous research by Badri et al. (2015) applying peripheral learning on students' vocabulary same as like this research. However, this research is different from

previous studies that title "Applying Peripheral Learning to Enrich EFL Students' Vocabulary Mastery". In this research, the researcher analyzes the EFL students' Vocabulary mastery through the picture of preposition of place and preposition of time at junior high school students. Meanwhile, most of previous studies researched used the poster as the teaching media at university students and elementary students. In addition, this research using one class. Meanwhile, in the previous studies used two classes in the research. As for the method, dependent and independent group t-test is used. Before carrying out the research, pre-test which is prepared to help of experts the question and post-test is applied. Then, the results of the pre-test & post-test are analyzed via t-test. While, previous studies used two classes so that the results of research is compared between two classes. In conclusion, the writer will conduct the research about "APPLYING PERIPHERAL LEARNING TO ENRICH EFL STUDENTS' VOCABULARY MASTERY".

B. Research Questions

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

1. What is the students' vocabulary mastery before using peripheral learning?

2. What is the students' vocabulary mastery after using peripheral learning?

3. How significant is the difference between the students' vocabulary mastery before and after using peripheral learning?

C. Research Objectives

Based on the background of research above, the study is intended :

1. To find out what the students' vocabulary mastery before using peripheral learning.

2. To find out what the students' vocabulary mastery after using peripheral learning.

3. To find out how significant is the difference between the students' vocabulary mastery before and after using peripheral learning.

D. Significances of The Study

The research gives some significance. Practically, for the researcher, this research can be the best experiences to apply the theories that get them. As soon as add to understanding how to teach through peripheral learning in the classroom by the teachers.

For the object of research, this research obtain contribute the consideration and the way of the good teaching to English teachers to increase the quality of teaching.

On the other hand, it can be developed the science of education and it gets book material for producing in UIN Sunan Gunung Djati Bandung.

E. Rationale

According to Indriani (2016) Suggestopedia is a method developed by the Bulgarian psychiatrist educator George Lozanov. Suggestopedia tries to harness these influences and redirect them so as to optimize learning. The most conspicuous characteristics of Suggestopedia are the decoration, furniture, and arrangement of the classroom, the use of music, and the authoritative behavior of the teacher.

Peripheral learning can be defined as learning from the environment that students are present in. Peripheral learning is encouraged through the presence in the learning environment of posters and decorations featuring the target language and different grammatical information (Fatemipour, 2013).

Vocabulary has certainly found in every aspect of language. The importance of vocabulary can influence learning activity. Vocabulary can help the learner to express their ideas and information by (Alfani, 2017).

Building up a useful vocabulary is central to the learning of a foreign language at primary level. Someone who has a lot of vocabulary of the foreign language, she/he could learn language easily. Since vocabulary is all about words, and good mastery of vocabulary helps someone understand language. It is supported by Wallace (1982) who says that vocabulary is one of the most important parts of languages because when speaking a language, the speakers need several words to convey ideas. Therefore, people can understand what the speakers mean. When a learner intends to learn the foreign language, he/she has to learn the vocabulary of the foreign language first (Furqon, 2013).

According to Behlol (2010) stated that vocabularies can be divided into passive vocabularies and active vocabularies. Thus, he explained that passive vocabulary consists of the words that the students may recognize and understand when they occur in the context but which they cannot produce or use correctly in different context; While active vocabularies consist of the words which the students understand, recall, write with the correct spellings, pronounce them. Correctly, and use constructively in speaking and writing by Behlol, 2010. Grabe (2009) stated that raising the students' awareness of the new words that they encounter in texts represents an important learning goal. Furthermore, Grabe reported in his research that a new issue of current review about vocabulary mastery stressing on the importance of (a) making students aware of use the new words they encounter and (b) motivating the students to learn and use the new words, more ever the students need to be collectors of words either by listing words which are interesting or difficult, or by noting possible connection between new words and known words or trying to use the new words in some interesting way by (Achmad, 2013).

F.   Hypothesis of Research

According to S. Azwar (2014) hypothesis is temporary answering concerning the research problem, then the answering has to test. The hypothesis got summery and relegated from the framework of consideration and the theories conclusion.

The existence of hypothesis in research indicates that research is quantitative research methodology. Furthermore, the hypothesis can make a clear question that will be researched. This research has two variables; the first is the peripheral learning as the "X" variable, and the second is the "Y" variable as EFL students' vocabulary mastery. The relation of the hypothesis is proposed as followed. "APPLYING PERIPHERAL LEARNING TO ENRICH EFL STUDENTS' VOCABULARY MASTERY"

The hypothesis in this study is an alternative hypothesis (Ha) and the null hypothesis (Ho). The formulated hypothesis s described followed:

H_a: There is a significant difference in EFL students' vocabulary mastery after using peripheral learning. H_0: There is no a significant difference in EFL students' vocabulary mastery after using use peripheral learning.

G. Previous Studies

There some previous studies that has previous researched following:

The first previous study is Peripheral Learning of English language: A comparison between ESL and EFL contexts provided for university students by Hamidreza Fatemipour (2013). In his study, the researcher analyzes the comparison between Iranian students used the second language and Indian students where English is taught as a foreign language. The subject of this researched are both Indian and Iranian university students.

The second previous study is the Effects of Peripheral Learning Teaching on Iranian EFL Vocabulary Improvement by Badri et al. (2015). In this study, the researcher analyzes the effect

peripheral learning on Iranian EFL vocabulary mastery through reading instruction. The subject groups of this research are 30 elementary students.

The third previous study is The Effect of Peripheral Learning Applied in English Instruction on English Idioms Learning by Gezer (2012). In this study, the researcher analyzes peripheral learning on English idioms Learning whether differs to gender or not. The subject groups of this researched are 43 female and 68 male students.

The forth previous study is Using Poster in EFL Classrooms: An Elementary School Case by Sabriye Şener (2017). In the study, the researcher analyzes the elementary students through using the posters through peripheral learning to enrich vocabulary mastery. The subject groups of this research are 54 fourth graders, studying at an Elementary school in Mugla.

The last previous study is The Effect of Peripheral Learning on Vocabulary Acquisition, Retention and Recall Among Iranian EFL Learners by Bahmani, Pazhakh & Raee (2012). In the study, the researcher analyzes an attempt to investigate the effect of peripheral learning on Iranian EFL learners' vocabulary acquisition, retention and recall. The subject group of this research 80 female participants aged between 18 to 21 were selected and randomly divided in two groups, namely at the experimental and control groups.