

## **CHAPTER I INTRODUCTION**

This chapter elaborates on six research points. There are the background of the research, research questions, research purposes, research significance, research scope, research framework, and previous study.

### **A. Background of the Research**

This research is investigates of cognitive linguistics analysis in teaching vocabulary using active learning and the importance of vocabulary mastery. In addition, the research is focused on the mastery of vocabulary by using cognitive linguistic and active learning as a teaching method, where students have to be active in class. Referring to the implementation of cognitive linguistics of sports domains, and the researcher choose sport domains as a subject of learning because sport domains is one of sub-subject of 6<sup>th</sup> grade in Laemthong Wittaya School. Children would benefit from learning vocabulary in the context of the subject matter so that word meanings are connected to one another and, whenever possible, to the learner's prior experience.

Vocabulary is one of the most crucial components of understanding course materials in English, particularly for language learners studying a second language. According to Headri (2012), the core of language and the cornerstone of language learning is vocabulary. Students who comprehend foreign terms will be able to understand their meaning. According to wessels (2011), vocabulary knowledge is essential to a student's academic success. If the students comprehend the definitions of the terminology used in the text, they will find it easier to understand the material. Knowing the definitions of words can help students understand the subject and read literature. Based on Alqahtani (2015), because of having a restricted vocabulary in a second language makes it difficult to communicate effectively, vocabulary mastery is frequently seen as an essential skill for second language learners. From those theory it can be concluded that in learning English, it is not only grammar that is important, but vocabulary also plays an important role in mastering a second language.

According to a preliminary observation conducted at one of the popular elementary schools in Narathiwat, Thailand, most of the students in the 6<sup>th</sup> grade have some difficulties such as students lack of English vocabulary and that impacts the students not confidence in speaking in English in the classroom. In addition, based on Brame (2016) students' experience, they have difficulties in memorizing and improving their vocabulary. One of the reasons why the students have difficulty in mastering English vocabulary: is because the teaching technique is not suitable for elementary school students.

Mastering the English vocabulary will be easy or difficult depending on the process of teaching. There are so many ways to teach vocabulary, such as using mind mapping, music, video, and others. However, that's ways may be difficult for some students who have difficulty in memorizing. To avoid the memorizing method, cognitive linguistic analysis also can be used in vocabulary mastery because with cognitive linguistics students do not memorize the word but they learn by their motor skills.

Cognitive linguistic analysis in which the students learn by their motor skill can be the one of the ways to make easier for students to memorize the vocabulary. Cognitive linguistics, like other linguistics, studies language for it is own sake, attempting to define and account for its systematicity, structure, functions, and how the language system realizes this purpose. However, one of the main reasons cognitive linguists' study languages is believe language reflects thought patterns. As a result, studying language from this perspective entails studying conceptualization patterns (Hung, 2018). Language provides insights into the nature, structure, and organization of thoughts and ideas, providing a window into cognitive processes (Evans, 2006). The most significant difference between cognitive linguistics and other methods to language research is that language is thought to reflect some fundamental qualities and the design aspects of the human mind.

One of the ways to make it easier is by teaching using active learning in which students must be active in the classroom. Active learning also has a lot of activities for student that will not be boring especially in memorizing. Based on

Brame (2016) active learning tactics are defined as "instructional activities involving students in doing things and thinking about what they are doing." Active learning strategies encourage students to engage in activities that demand higher-order thinking, such as reading, discussing, and writing, rather than merely imparting information. Active learning is when a student actively contributes to and participates in the learning process, allowing them to concentrate on building knowledge while emphasizing skills like critical thinking, problem-solving, and metacognitive activities that advance their thinking (Demirci, 2017). Any instructional strategy that involves learners in the learning process is referred to as active learning. This has become a catch-all phrase for both a general pedagogy and specific teaching and learning tactics in the classroom or lecture hall. Active learning has two overarching objectives. The first goal is to shift the focus away from the teacher and toward the student. The second purpose is to encourage active interaction with course content in order to develop higher-order cognitive activities (Fornari, 2021). Active learning, in which students solve the issue, answer questions, formulate their questions, discuss, explain, or share ideas, is used by the researcher as an alternative to raising student engagement by students' perception of the success of student learning. In the middle of class, the student may think critically and communicate and develop their ideas directly, which will help them study more efficiently. The goal of this strategy is to pique students' interest, curiosity, and attentiveness during the learning process. Active learning is a technique for increasing motivation to communicate.

Several studies relevant to the topic of the current research have previously been conducted. Blasco (2015) discussed the implementation of cognitive linguistics of the cooking domains in teaching vocabulary. Meanwhile according to a study by Aryanto et al. (2019), students in the 7<sup>th</sup> grade at MTs in Cimahi who were taught using color-coding had greater vocabulary abilities than those who were not. Aryanto's research is using the color coding for increase the student vocabulary mastery but this research is using analysis cognitive linguistic on cooking domain. Furthermore, according to Wardani's (2015) research, employing word mapping to improve student's vocabulary mastery is more

effective. Wardani's research discusses how to improve the student's vocabulary using word mapping. According Tran (2022) discuss about three cognitive linguistic principles in teaching vocabulary for EFL learners of English, there categorization, prototype, and metaphor. Then according to Huan (2018) research that discuss how to evaluate the efficacy of using cognitive linguistic to teach English preposition, while this research is about how to improve student's vocabulary knowledge using cognitive linguistic and applied by active learning teaching method

This study fills in the gaps and investigates the level of students' vocabulary mastery when cognitive linguistics is used and whether there is a significant increase in students' vocabulary mastery when this research was conducted.

## **B. Research Questions**

According to the description above, this research will answer the following question:

1. How is the students' vocabulary mastery in the sports domain before cognitive linguistic analysis is implemented using active learning as the teaching method?
2. How is the students' vocabulary mastery in the sports domain after cognitive linguistic analysis implemented using active learning as the teaching method?
3. How significant is the influence of cognitive linguistic analysis implemented in improving students' vocabulary mastery using active learning as the teaching method?

## **C. Research Purposes**

Based on the research question above, this study aimed to obtain the following purpose:

1. To find out the students' vocabulary mastery in the sports domain before cognitive linguistic analysis is implemented using active learning as the teaching method.
2. To find out the students' vocabulary mastery in the sports domain after cognitive linguistic analysis is implemented using active learning as the teaching method.
3. To find out the significant influence of cognitive linguistic analysis implemented in improving students' vocabulary mastery using active learning as the teaching method.

#### **D. Research Significances**

The research has some theoretical and practical significances. Theoretically, this research is expected to be a useful contribution to teachers, especially EFL teacher for facilitate how to improve student's vocabulary mastery.

Practically, this research is expected to help students in improving vocabulary mastery by analysis the way how to make easier for student to memorize the vocabulary and to help teachers to improve their teaching skill and choose an interesting method in teaching.

#### **E. Research Scope**

This research focused on mastery of vocabulary of sport domain, which using a cognitive linguistics analysis and active learning as a teaching method. The participants of this research is students in the fifth grade in an elementary school in Thailand.

#### **F. Research Framework**

English for Young Learners is referring to students of English learning in pre-primary or primary (elementary) school education, for students that English is not their first language (Garton:2019). In teaching young learners, the creativity

and method in teaching is the most important because young learners have a short time to focus that make them hard to learn a lot of things in one time. Based on Fajarina (2017), teaching young learners varies from teaching older learners. Young learners have unique traits. Young learners lack the intention to learn and study that older learners do. Young learners simply do what they want and like. They have little regard for other people. They like living and dressing as they please. We must thus comprehend their traits as they pertain to teaching English to young learners.

Vocabulary is the center of any language and in English language, that is important more than grammar, The basic component of language proficiency is vocabulary, which provides most of the foundation for how well learners speak, listen, read, and write (Lessard, 2021). However, when students have problem in their vocabulary memorize their also will have problem in all English learning even in grammar. Although vocabulary knowledge is regarded as a fundamental component for young language learners, practitioners do not have easy access to pedagogically valuable information on this subject. This is in part because the pertinent data is dispersed throughout a number of disciplines, such as first-language acquisition, child development, and education (Butler, 2019).

Based on Evans (2011) in the 1970s, cognitive-linguistic arose as an interdisciplinary approach to the study of language, cognition, and social experience. In the study of language, cognitive-linguistic is defined by a belief in the inseparability of meaning and form. It also believes that rather than adopting a modular view of the mind, language reflects general elements of cognition. In contrast to generative grammar, Cognitive Linguistics claims that language functions in the brain according to general cognitive principles. The theories of Lakoff and Langacker stated that cognitive Linguistics has an impact on literary studies, education, sociology, musicology, computer science, and religion, in addition to linguistics and translation theory. Based on the statement above, cognitive linguistics is suitable for vocabulary mastery without memorizing methods because cognitive linguistics are functions in the brain according to general cognitive principles.



Bonwell and Eison (1991) described active learning as anything that involves students doing things and thinking about what they are doing. Active learning responds to traditional lecture formats with more engaging activities that invite the student to participate in learning, such as developing conceptual awareness, applying knowledge through experience, and transferring skills across contexts, as a result of development in adult, cognitive, and educational research. According to Bloom's Taxonomy, students can use active learning to progress from remembering and knowing to analyzing and creating. active learning is a fairly broad term that encompasses or is connected to a wide range of learning methodologies. Online learners perform worse than on-campus learners on a number of regularly used tests meant to measure active learning (Carr,2015)

#### **G. Previous study**

Previous study conducted by Blasco (2015) investigated that cognitive domains and the levels of categorization can provide learners with a clearer understanding of the nature of language structure and use the participant is not noted as specifically they just state that the participant is Spain's student. This research just discusses the ways cognitive linguistics of cooking domains in teaching vocabulary, and they are not observed directly to the student because they don't have any results.

A study conduct by Tran (2022), investigated three cognitive linguistic principles in teaching vocabulary for EFL learners of English, there categorization, prototype, and metaphor. And for the participants the researcher not specifically mention but the researcher just state the participants is primary students. The findings of this research shed information on how EFL students handle specific figurative interpretation of lexical items whose fundamental meanings they are familiar with, which could enhance current approaches to vocabulary education in the early stages of the English language acquisition process. while this study relevant to the current study in term of using cognitive linguistics as a way in vocabulary mastery. they are different in terms of the

function of the research design, the current research is using quantitative design but previous research using qualitative design.

Based on the study of Hung (2018), aimed to investigated to determine whether teaching English Preposition through the lens of cognitive linguistics was beneficial. The between group pre-test post-test design was chosen. The pre-test result, prior learning experiences, frequent exposure outside of the classroom, and willingness to participate in the study were all taken into consideration when choosing the participants. In four 90-minute sessions, the prepositions above, among, at, behind, beside, between, in, in front of, on, and beneath were taught together with their spatial and metaphorical connotation. Instructions were given to the cognitive group using cognitive linguistics, and to the traditional group using clear illustrations and spoken explanations. This research using the quasi-experimental designs. The result demonstrated that in the post-test, cognitive group fared better than the traditional group in terms of both the spatial and metaphorical interpretations. while this study relevant to the current study in term of using cognitive linguistic as the way to teaching young learners. they are different in terms of the function of cognitive linguistic in teaching young learners, the current research using cognitive linguistic as a way vocabulary mastery but previous research using cognitive linguistic in teaching conjunction.

According to a study conducted by Aryanto et al. (2019) about the teaching vocabulary through color-coding could increase students' language skills. This study involved 20 student in the 7<sup>th</sup> grade of Madrasah Tsanawiyah (MTs) in Cimahi. It is a use pre-test, treatment, and post-test to collect the data. The result of the study revealed that students in 7<sup>th</sup> grade at MTs in Cimahi who were taught using color-coding had greater vocabulary abilities than those who were not, while this study relevant to the current study in term of using same method and instrument, they are different in terms of the ways this research also discusses the way to enhance effective vocabulary teaching, but they use the different ways that's teaching English vocabulary using color coding.

A study conducted by Wardani (2015) investigated word mapping to boost students' capacity to master vocabulary is more effective. This study involved 6



boys and 28 girls in the third grade of the accounting department in state Vocational School Pamekasan in the academic year 2013/2104. it is a classroom action research employing tests, observation sheets, and questionnaires to collect the data. The result of this study show that employing word mapping to improve student's vocabulary mastery could improve their capacity to master language while this study is relevant to the current study in terms of the ways how to improve the vocabulary, they are different in terms of the instrument to collect the data.

This research is different from previous research. While previous research discussed how the implementation of cognitive linguistics of the cooking domains in teaching vocabulary, teaching vocabulary using color-coding and teaching vocabulary using word mapping, this research investigate how the implementation of cognitive linguistics of sports domains in teaching vocabulary uses active learning and how does that teaching method improve students' vocabulary knowledge.

