CHAPTER I

INTRODUCTION

This chapter is intended to introduce the topic and problem to the readers. The researcher presents background of the study, formulation of research problem, purpose of the study, formulation of hypothesis, significant of the study, scope and limitation of the study, and definition of key terms.

A. Background of the Study

Mastering communication in English is one of the points that needs to be developed by every individual in this digital era. Habituation can start early ad needs development, including during adolescence. Mastery English includes four skills, namely listening, reading, speaking, and writing. So that to be fluent and master these four skills, students must first master the vocabulary or meaning of each word. Hornby (2010:1662) stated that vocabulary includes all words that individual knows or employments. Vocabulary can be said as the main capital to compose sentences that we want to communicate. Without vocabulary, students will have difficulty using grammar and language functions. We ought to remember that according to Wilkins (2004:13), "without grammar very little can be conveyed, without vocabulary nothing can be conveyed".

Green (2009:1) said that the vocabulary has some importance attached to it. First, vocabulary has become a powerful insight for improving performance. As a student's vocabulary improves, so does their performance.

Second, words are known to help organize learning. Third, creating labels (words) is a tool for increasing learning. Fourth, learning vocabulary should be the point of phonetic learning, especially for poverty-stricken students. Fifth, vocabulary lessons are great to prepare in advance, but they also need to be taught in context.

From the theoretical explanation above, it implies that within the teaching and learning process at school, vocabulary is one aspect that must be given more attention to be improved. At the Junior High School level, students are necessary to master vocabulary to capitalize on reading or understanding the content of the text. Students are supposed to attain remembering a new vocabulary by learning, practicing, and teachers may help students recall a new language and keep it from being forgotten.

Recognizing the importance of vocabulary and knowing the phenomena above, for that, the teacher needs to choose and apply easy and fun techniques so that students are more interested, learning is more effective and efficient. Sanusi (2009:6) agree that in general for teaching vocabulary, there are a few techniques. These techniques are visual techniques (relia, pictures, meme or gestures), verbal techniques (illustrative situations, synonyms and antonyms, scale, definition and categories), and the use of dictionary.

The fable itself is a short story, usually featuring animals characters and conveying lesson. Since fables include in simple story and entertaining so make it suitable for Junior High School students. In this study, the researcher uses fables of the type of reading text as the object so that students can

analyze each vocabulary. Theoretically, this kind of fable is combine both visual (picture) and verbal techniques (illustrative situations in form of text).

Using fable can increase students' interests in learning since it can make them feel enter the story. Thus, it will encourage them to know the meaning of each vocabulary and understand deeper the story. The stories provided moral value as well as an opportunity for students to reflect on their own. Since fable contains numerous words or vocabularies that construct the story, so it makes students easier to increase their vocabulary. Furthermore, the vocabulary which use is the daily vocabulary that will mostly be used. In addition, students will more easily improve their vocabulary skills to the level of understanding the context of the sentence. This is one of the advantages that students will get when improving their vocabulary skills.

The topic of increasing vocabulary has been researched several times by previous researchers. Starting from various methods, to the use of stories. Here, the researcher interested in using fable, since there was a theory from Parlindungan Pardede (2010) in his research which stated that students' interests and perception were positively correlated with the use of short stories in language skills. To be more specific, the selection of this fable is based on the type of story that is appropriate for junior high school students according to story selection criteria.

This kind of study has actually been investigated by previous researchers. Sariana, Syarifuddin Dollah and Ahmad Talib (2022) have explained in Journal of Excellence in English Language Education related to

Using Local Short Stories to Improve Students' Vocabulary. Besides, Hayati Oktivani (2018) also has explain about The Effectiveness of Using Short Stories on Students Vocabulary Mastery (An Experimental Research At The Tenth Grade Of Man 2 Cilegon) in her thesis.

However, the variety of research designs made it difficult to generalize the results. Then the research object is different (previously researchers used texts such as local short stories, recount text, narrative text, etc.), so in this study the researchers tried to test the type of short story, namely fables to decide the degree of effectiveness. In addition, the reason why the researcher choose SMPN 2 Ngantru as the subject of the study it is because in this school, students still have difficulty achieving learning indicators due to low vocabulary mastery. This is caused by the low interest in learning English. Teachers still use the singing method, which may someday be irrelevant to the material and boring. Besides, SMPN 2 Ngantru has not applied the method of teaching vocabulary through this fable in learning. In other words, conduct research about using fables as a method to teach vocabulary in this school is an update.

B. Formulation of Research Problem

The formulated of the research problem is "Is there any significant different score of the eighth graders' vocabulary mastery before and after being taught by using fable at SMPN 2 Ngantru Tulungagung?"

C. Purpose of the Study

Purposes of the research as follows, were made based on the research problem:

1. To know the significant difference score of the eighth graders' vocabulary mastery before and after being taught by using fable at SMPN 2 Ngantru Tulungagung

2. To measure the effectiveness of vocabulary mastery using fable.

D. Formulation of Hypotheses

Before determining the hypothetical results, the researcher proposed an interpretation of (observations) using the following procedure:

1. Formulation of null hypothesis (H_0) is there is no significant different score of the Eighth graders' vocabulary mastery before and after being taught by using fable at SMPN 2 Ngantru Tulungagung.

2. Formulation of alternative hypothesis (H_a) is there is significant different score of the Eighth graders' vocabulary mastery before and after being taught by using fable at SMPN 2 Ngantru Tulungagung.

E. Significance of the Study

The researcher hopes this study can give contribution both theoretical and practical:

1. Theoretical

This research gives a new way or technique in teaching for developing students' vocabulary mastery

2. Practical

   a. For the teacher, to improve their teaching method, then achieve better result to the student vocabulary mastery.

   b. For the students, to explore the students' understanding of vocabulary after applying the fable technique, as well as to introduce and make the students be familiar with the technique in the learning process.

   c. For the researcher, to increase teaching skills in order to become an excellent teacher in the future. While for the other researcher, to use this study as a reference to conduct further research.

F. Scope and Limitation of the Study

The scope describes the extent of the area to be explored in the study and determines the parameters within which the research is conducted. The researcher makes the scope of this study on measure the effectiveness of using fable on the eighth grade students' vocabulary mastery at SMPN 2 Ngantru Tulungagung. The researcher focused on measuring the aspect of word meaning in vocabulary. The kind of fable used in this study was fable text.

The limitation is flow or shortcoming which could be caused by the insufficient number of samples, unavailability of resources, deformed methodology, etc. Since the researcher use pre-experimental research design,

the limitations of this study is the lack of a comparative group to control for interfering variables that might contaminate the result of the research. Researcher can't assume that the changes occur between the pre-test and post-test results are caused by experimental treatment. There is always the possibility that an outside variable caused all or some of the changes. So this design has no internal validity.

G. Definition of Key Terms

To prevent misunderstanding regarding the subject terminology and content of this study, researchers should define key terms used in this study:

1. Effectiveness

It is said to be effective if there is a significant difference in students' vocabulary scores before and after being taught using fable. The significant difference in the score can be shown by the calculation of the statistical formula. If the p-value (Sig.1-tailed) is lower than or equal to significance level (0.05) and t- test is higher than or equal to t-table, it can be said that teaching using fable is effective on developing students' vocabulary mastery.

2. Fable

In this research, fable is defined as traditional short stories using animals as characters, which teach moral values. In this study, the researcher uses fables of the type of reading text as the object so that students can analyze each vocabulary. This kind of fable is combines both

visual (picture) and verbal techniques (illustrative situations in form of text).

3. **Vocabulary Mastery**

Vocabulary mastery is knowledge of word meaning, how to pronounce it and use it. It points to all words in a language used by a particular individual or exists. Those are all words that the person knows. Vocabulary refers to a primary knowledge in learning a language. A student with a good vocabulary will have less difficulty than a student with a small vocabulary. Knowing it integrates with four English skills, so it must be mastered well by the learners.