

CHAPTER I

INTRODUCTION

In this chapter, some subchapters were presented. The subchapters are the background of the study, statement of the research study, the objective of the study, significance of the study, the definition of key terms, and the scope and limitation of study.

A. Background of the Study

English is the most widely spoken language in the world, with the highest number of speakers (Barua, Geetanjali, et.,al: 2020) they also explain that English is the most popular means of communication around the world. So, almost wherever we travel or stay in other countries we can communicate in English. As an international language, we really need to learn and master English because in the current era of globalization English has many benefits such as accessing technology, most of which speak English, understanding the culture of other countries and various educational and entertainment platforms by accessing books, films, science knowledge, journals and magazines in English.

As technology advances in the era of globalization, it becomes necessary for the younger generation, specifically junior high school students, to improve their English skills, including listening, speaking, reading, and writing. Sadiku (2015) explains that these four skills—reading, writing, listening, and speaking—are crucial in language learning. They are the pillars of language that elevate learners to greater heights and are interconnected. Mangastream (2019:1) skills that are the ability to receive and understand communication from another person, which is called listening and reading comprehension and the skills to produce understandable English are speaking and writing. While, language competence according to Ahmed (2018) is a competence to communicate, the communication can be oral, written or even non verbal and it is an inclusive term that refers to possessing the knowledge of the language as well as the skill to use the language in life situations to fulfill

communication. Communicative competence comprise of four competence areas: (1) linguistics competence consists of vocabulary, grammar, punctuation, intonation, etc., (2) discourse competence the way to understand the context , (3) sosio-cultural competence means the way to understand the way to communicate such as language stye, politeness, etc., and (4) strategic competence means he competence to overcome problems or difficulties in communication (Safirah, 2016:1). In this study, researcher want to focus on one of the English language competences that is vocabulary and how to increase vocabulary mastery of Junior high school students. According to Wardani (2015) vocabulary is one of the English components that define the total number of words in a language. In order to communicate well, students need to have a large vocabulary. As a foreign language, learning English vocabulary mastery is important to support other English language skills, especially for students' Junior High School (Lestari, Heni:2019). Kamil and Hiebert (2005) stated, when the number of known words is not sufficient, English listening and reading skills would not be achieved comprehensively. They continued, if the students have limited vocabulary they would get difficulty in their speaking and writing skill.

Vocabulary mastery can be learned by learning in class. As cited by Qasim and Maskiah, learning activities are a process of collaboration between teachers and students that utilizes the potential sourced from students such as interests, basic abilities possessed including learning styles, as well as the internal potential of students and also external potential from the environment, facilities, and learning resources as an effort to achieve certain learning goals. In addition to the potential of students influencing the achievement of learning objectives, teachers as educators need learning media that can be applied in the learning process. Learning media is an important factor in improving the quality of learning (Kristanto, Andi: 2016). Based on Smaldino, Russel, Heinich, & Molenda (2008) Media, the plural of medium are means for communication, the term refers to anything that carries information between source and a

receiver. Learning media is a tool for transferring messages to achieve learning goals (Newby, Stepich, Lehman, & Russel, 2000:10). Gagne & Briggs (1979:19) said that learning media includes tools that are physically used to convey the content of learning material, which consists of books, tape recorders, cassettes, video recorders, films, slides (picture frames), photos, graphics, television and computers. Learning media is a tool used by teachers to communicate learning materials that make students enthusiastic, motivate and stimulate them in learning. The use of media in learning can make learning more effective because it makes it easier for students to understand the material presented. From these definitions, it can be concluded that learning media is a tool or medium (learning material) used to convey messages in learning, so that it can stimulate students' interest and attention in learning activities to achieve learning goals. Teachers can use various media such as films, books, pictures, recorders and so on to achieve learning goals for their students.

The problem of learning at MTs Nurul Hikmah Haurgeulis based on the results of interviews conducted with the eighth grade English Teacher at MTs Nurul Hikmah Haurgeulis, Mr. Rudi Hartono on Tuesday, 16 May 2023 who was met at the school office, he revealed that teaching English in grade eight at MTs Nurul Hikmah Haurgeulis had never used poster as learning media in class. He continued, due to the limited facilities and media for learning, learning English was still teacher-centered. So that mastery of English skills, including vocabulary mastery was difficult to achieve. Mr. Rudi said that if the vocabulary mastery of students was still lacking, the students have not mastered much of English vocabulary in their surroundings. Because learning English is very complex, professional language instructors are needed to produce quality students (Susanthi, 2021). The language structure referred to in learning is a teacher, a teacher must be creative in choosing an English learning method so that students are interested in following it and determining what media is used to deliver material so that it is easy for students to understand. The problem that the researcher wants to raise is regarding students' mastery of English

vocabulary, as explained by Herlina (2015) cited by Susanthi in her journal (2021) that vocabulary in language learning, including English, is one of the important things to master. Susanthi (2021) also stated that the more vocabulary mastered by students, the easier it would be to learn English.

In this study, researcher used poster media as a tool to convey material in junior high school student learning activities, especially to improve mastery of English vocabulary. Osa & Musser (2004:17) posters are colorful, attractive learning media which can enhance the learning environment. They continued that posters created a more stimulating and interesting learning environment. Poster is one of the visual media that can be used for many things based on their type and use (Fatikasari, 2021).

Before researcher used poster media to improve vocabulary mastery, research using similar media had been carried out by several previous researchers. Previous research using the same media was conducted by Megawati in 2017, the study entitled "The Effects of Media Posters on English Vocabulary Learning Outcomes (Experiments at SDIT Noble Charity Tapos City of Depok). This research is similar to previous studies, namely the same raises the problem of vocabulary mastery. The difference lies in the subject and place of research. The subject and place of this research were eighth grade students at MTs Nurul Hikmah Haurgeulis, while the research conducted by Megawati was the subject and place of the fourth grade students at SDIT Amal Mulia Tapos, Depok City. Not only are the subjects and research locations different, the methods used in this study and previous studies are also different. The research method in this study was pre-experimental, while the research conducted by Megawati was a quasi-experimental method.

Previous research using the same media was also carried out by Akbar Cahya Dwi Putra in 2019, with the title *Improving Vocabulary By Using Posters at Ninth Grade Students of SLB Negeri 1 Palopo*. This study is similar to previous research, namely the same raises the problem of vocabulary mastery and uses a pre-experimental method. The difference

lies in the subject and place of research. The subject and place of this research were normal eighth grade students at MTs Nurul Hikmah Haurgeulis, while the research conducted by Akbar was the subject and place of the ninth grade students with disabilities at SLB Negeri 1 Palopo.

Research conducted by Mulkini with the research title *The Effect of Using Educational Poster on Students' Vocabulary Mastery at MTs Al-Jamil Bare Eleh, Aik Bual, Kopang Central Lombok (2020)*. This study is similar to previous research, namely the same raises the problem of vocabulary mastery and uses a pre-experimental method. The difference lies in the subject and place of research. The subject and place of this research were eighth grade students at MTs Nurul Hikmah Haurgeulis, while the research conducted by Mulkini was the subject and place of the seventh grade students at MTs Al-Jamil Bare Eleh, Aik Bual, Kopang Central Lombok.

Based on the previous studies above, posters are not fresh anymore to teaching vocabulary. To distinguish to the other research, researcher used poster media to students vocabulary mastery in MTs Nurul Hikmah Haurgeulis, this study would be something new in this field. Because researcher believes that the used of poster can affect students' vocabulary mastery at MTs Nurul Hikmah Haurgeulis.

From the statements above, the researcher intends to conducted the research entitled: **The Effectiveness Of Using Poster Media on the Eighth Grade Students' Vocabulary Mastery at Mts Nurul Hikmah Haurgeulis.**

B. Statement of the Research Problem

Based on the explanation on the background of the study above, the researcher formulated the research problem as followed:

“Is the use of Poster Media effective to the Eighth Grade Students' Vocabulary Mastery at MTs Nurul Hikmah Haurgeulis?”

C. The Objective of the Study

Based on the research problem statement, the objective of the study is to get empirical evidence that using posters is effective towards Eighth

Students' vocabulary mastery at MTs Nurul Hikmah Haurgeulis academic year 2022/2023.

D. Significance of the Study

The researcher hopes that this research has some significance in English teaching and learning, especially to students' vocabulary mastery by using poster media. There are two kinds of this significance, theoretically and practically:

1. Theoretically

These theoretically are expected to be useful for eighth grade students at MTs Nurul Hikmah Haurgeulis to master vocabulary using posters as a media in learning materials.

2. Practically

Practically can be useful for all readers who want to use posters as subjects in delivering the learning objectives, especially in students' vocabulary mastery. And also researcher use poster as teaching media because posters contain several pictures and colors so that it would be very suitable if used for English learning media.

E. The Definition of the Key Terms

1. Learning Media

Learning media is a tool or means to convey learning material from teachers to students in the form of verbal (words or writing) and nonverbal, and can also be in physical form such as books, films, print media (posters, maps), computers, diagrams, etc. It aims to make it easier for students to understand the learning material delivered by the teacher.

2. Poster

Poster is a visual media. Poster is a written message either in the form of pictures and writing aimed at attracting the attention of many people so that the messages can be received easily and accepted by others (W. Putra, 2019: 5).

Posters are visual media or graphic media that present images with striking colors so that they are interesting to pay attention to. Posters

are very suitable to be used as learning media, because teachers can convey material by interpreting it in the form of interesting pictures and words.

3. Vocabulary

Vocabulary is a collection of words that are learned when learning a foreign language, vocabulary aims to express ideas in communication.

F. Scope and Limitation of the Study

In this research, the researcher focused on the effectiveness of using poster media towards students' vocabulary mastery. This research was conducted for the eighth grade students of MTs Nurul Hikmah Haurgeulis in the academic year 2022/2023.

This study employed pre-experimental research design with one group of classes and gave pre-test before treatment and post-test after treatment.