

## **CHAPTER I**

### **INTRODUCTION**

This chapter consists of the background of the study, the formulation of research problem, research objective, research hypothesis, significance of the research, scope and limitation of the research, and definition of key terms.

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

To become competent as a user of a foreign language, learners must focus on various different aspects of the language they are attempting to learn. Foreign language learning tends to emphasize the importance of vocabulary and grammar. English vocabulary is an extremely large and varies as well. Vocabulary is a crucial component of language proficiency and greatly influences a learner's capacity to talk, listen, read, and write. Because it was essential that English professors helped their students grow their vocabulary (Richards et al., 2002)

In the current era of globalization, English is very important for us because English is a medium of local and global communication. English is international language and many countries recognize that English is their second language. There are 4 skills in English, those are reading, speaking, writing, and listening. Vocabulary is part of those skills, Vocabulary is necessary to be learned by students to mastering foreign language because vocabulary is very important to develop their new

language, it make the student understand what the teacher said, English music, to express emotion, idea and ect

According to Longman dictionary, (2008;196) a language is any particular system of communication and the system of human communication which consist of the structured arrangement of sounds or their written representation into large unit. In Indonesia, English is one of the languages that has an important role to be used as the main language in communication. Basically, not all students understand English lessons easily. Students who have no knowledge of English at all will have difficulty studying every English vocabulary. In Holidazia (2020)'s perspective, vocabulary is an important thing, especially in communication. Basically, building communication requires the role of a diverse vocabulary so that it can make it an expert.

To learn English the student should be able to use appropriate basic structural patterns and master grammar and vocabulary. Based on Neuman and Drawyer as cited in Bintz (2011;44) said that vocabulary can be defined as the word someone must know to communicate effectively: word in speaking (expressive vocabulary) and words in listening (receptive vocabulary).

The definition above gave us understanding that vocabulary is very important to communicate with others. Vocabulary cannot be only memorized but also the student must understand the meaning, the spelling, and the writing. For senior high student, vocabulary is very helpful. They

can be more confident when they speak English because they can speak clearly and understandable.

Recognizing the importance of vocabulary, there are many ways how to know new vocabulary. Those are listening music, reading books, watching movie, and ect. One of the ways is by using New Concept English textbook. New Concept English is a text book which is written by Louis Gorge Alexander at 1978. This book popular in British English Role. There are 96 Chapters. New concept tells about factual story and happened in the past tense with unpredictable and funny ending. Every chapter has different story, the story is not too long and easy understand. The researcher applied New Concept English Text book in the classroom by explaining chapter by chapter of the textbook. By using this New Concept students enjoyed because their imagination will be used. Besides, SMA Negeri 2 Trenggalek has not applied the method of teaching vocabulary through this textbook in learning. In other words, conduct research about using New Concept Textbook as a method to teach vocabulary in this school is an update.

According to Nailul Faricha (2021) entitled Students' Perception in Learning Grammar by Using New Concept English by L.G Alexander at BEC – Pare. Application of New Concept English Textbook in BEC students in Kampung Inggris Pare, there were 49 students who completed the e-questionnaire about New Concept in their grammar learning which answer the research problem. The result showed that most of the respondents give positive perceptions toward the use of New Concept in

learning basic English grammar. Besides, other previous study by Mubarog Sauqi (2014) with the title “An Analysis of Grammatical Cohesive Devices in Spoof Text on New Concept English by L.G alexander” so that the appearance of grammatical cohesive devices, it is enough to assist English beginner in comprehending grammatical cohesive devices in nine spoof text on New Concept English By LG Alexander.

However, the variety of study designs makes it difficult to generalize the results. Then the focus of the research was different. The difference was previously the researcher used correlation. In this research, the researcher conducted this research to know the effectiveness of using the New Concept of English textbooks in learning vocabulary. Apart from that, the reason the researcher chose SMAN 2 Trenggalek as the research subject was because at that school students still had difficulty achieving learning indicators due to low mastery of English skills especially in vocabulary mastery. This is caused by low interest in learning English. Teachers still used media which may one day be irrelevant to the material and boring. In other words, conducting research on the use of New Concept English textbooks as a media for teaching vocabulary in schools is an update because the previous studies above focus on English Grammar. In this research, the researcher wanted to know that New Concept English Textbook can measure on students' vocabulary mastery. Based on these reasons, the researcher interests to conduct the research using New Concept English Textbook as a media to measure students' vocabulary mastery.

**B. Research Problem**

Based on the background of the study above, the researcher stated the formulation of the research question as follow, “Is there any significant different score on 10<sup>th</sup> grade students’ vocabulary mastery before and after being taught by using New Concept English textbook at SMA Negeri 2 Trenggalek?”

**C. Objective of the Research Problem**

The main aim of this research is knowing any significant differences score on 10<sup>th</sup> grade students’ vocabulary mastery before and after being taught by using New Concept English textbook at SMA Negeri 2 Trenggalek.

**D. Research Hypothesis**

In other words, a hypothesis is a prediction of a problem or a putative relationship between two or more variables. There are two types of hypotheses the null hypothesis ( $H_0$ ) and the alternative hypothesis ( $H_a$ ). The research hypotheses are:

1. Null Hypothesis  $H_0$ : There is no significant different score on 10<sup>th</sup> grade students’ vocabulary mastery before and after being taught by using New Concept English textbook by LG Alexander.
2. Alternative Hypothesis  $H_a$ : There is a significant different score on 10<sup>th</sup> grade students’ vocabulary mastery before and after being taught by using New Concept English textbook by LG Alexander

### **E. Significance of the Research**

The research is expected that the findings useful for:

#### 1. The Teachers

The researcher hopes that the results of this research can be used by teachers with the same problem in this research. Furthermore, the research can be an alternative media in vocabulary mastery.

#### 2. The Researcher

Other researchers may use the results of this research for additional information and as a comparative study. Therefore, this study can be developed and continued by further studies

### **F. Scope and Limitation of the Research**

Scope is an explanation of the extent to which the research area will be explored in the research and determines parameters within which the research operated. The researcher makes the scope of this study on measure the effectiveness of using New Concept English Textbook on 10<sup>th</sup> grade students' vocabulary mastery at SMA Negeri 2 Trenggalek. The material taught to students is focused on chapter 1-10 in New Concept English textbook.

Limitation is flow or shortcoming which could be the result of unavailability of resources, small sample size, flawed 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 Term**

To avoid any misunderstanding about the key term used in this research, some terms should be defined as follows:

##### 1. The Effectiveness

Effectiveness is the ability to achieve a desired result or product. When something is considered successful, it indicates that it achieved the desired result or the expected outcome or making an important and powerful impression.

##### 2. Vocabulary Mastery

Vocabulary mastery is a person's ability to know and understand even number of words or sentences. Students' vocabulary mastery can be measured by a student's ability to interpret some of words can be displayed on the student's vocabulary test scores.

##### 3. New Concept English

New Concept English is textbook which is written by Louis George Alexander. It is used for students circle and courses to know more vocabularies in the text.