CHAPTER I

INTRODUCTION

This chapter presents background of the research, Statement of Research and Development Problem, Objective of the Research and Development, Specification of the Product**,** Significance of the Research and Development, Assumption and Limitation of the Research and Development, and Definition of Key Term.

1.1 Background of the Research

English is international language. As an international language, English language has important function in real life. It is used to communicate. If we can mastery in English, we will not have problem to communicate with other people with different background. The students who are living in an English-speaking country are often happy learning what difficult words and phrases mean within their daily life, but for the majority of students who are not living in an English-speaking country like in Indonesia, learning a language is a slow and painful process. Beside that, in this global era all of the technologies are written in English. So, nowdays English are definitely learned by most people in the world.

In Indonesia, English is considered as foreign language. Most Indonesian students get many problems as well as difficulty in learning

English. One of the most significance problems that students encounter is vocabulary mastery (National Reading Panel, 2000). Vocabulary is a key component to success developing communication and literary skill. From vocabulary the students can express their idea and learn new concept. Vocabulary is needed for comprehension of the language and it also increases fluency in the language (Nunan, 2003).

One of the reasons why vocabulary is taught by the teacher is to increase the students understanding toward material, to facilitate the comprehension of the text that students will be assigned to read and to enable students to understand written material. As stated by Nunan (1991: 117) that vocabulary is the important key to use second language. Without wide vocabulary, someone can't use structure and language function in communication. Someone quality in language depend on how much vocabulary she or he knows (Tarigan, 1986: 2)

There are three components in English. Vocabulary is one of them, and the other two are grammar and pronounciation. Student's book consists not only of four language skill exercises but also of language components. So, ideally vocabulary is composed in the students book that can make the students learn English better. If the students book has no vocabulary or lack of vocabulary, it will make the students get problems in learning English. One of the problems that makes the students are not able to retrieve the vocabulary is the students book. The material having lack of vocabulary make them difficult to express their idea or concept. O'Neill

(1990) argues that materials may be suitable for students' needs, even if they are not designed specifically for them, that textbooks make it possible for students to review and prepare their lessons, that textbooks are efficient in terms of time and money, and that textbooks can and should allow for adaptation and improvisation.

In MTs Darul Huda, students material is not equipped with vocabulary. So, the students' vocabulary mastery is still low. It can be seen from the students activity in the classroom. The students always ask question about what the teacher said and most of them do not give response about it. The teacher asks them to make dialogue, only a few students that open the dictionary and know what the teacher command. The other students ask the teacher or look for what the other students doing. Sometimes the teacher don't answer their question. But if the teacher don't answer their question they always make noise and disturb the other friends. So, the teacher always answer what they want to know and write down the difficult words in whiteboard. When the teacher writes the difficult words in white board, the students do not write the words onto their book. It makes students always ask the same word in other day whereas the teacher has conveyed it. The reseacher known the illustration above because the reseacher ever tought them to replace their teacher twice. It is happened when the reseacher doing teacher training there.

From the illustration above the researcher concludes that the existing instructional material is not equipped with vocabulary. As the result, many students there get problems in learning English, such as they always ask to the teacher about difficult words. They do not to open the dictionary to look up difficult words. If they don't know about the word they always ask to the teacher repeatedly. Recently, most of the students in seventh grade do not open the dictionary to know the difficult words. They think that looking for dificult word in the dictionary wastes time. It is because there are so many words in the dictionary and that make them getting confused. So, they think that the right solution is ask to the teacher about the difficult words.

In general, the students will not open the dictionary because of many reasons, such as they don't have it, they don't bring it, the dictionary is tome, wasting time, etc. To solve the problems the researcher wants to develop the pocket book for vocabulary to help students improve their vocabulary mastery. The pocket book that the researcher wants to develop is designed to help the students to be comfortable with dictionary. One of the benefits of using pocket book is that is easy to bring everywhere and everytime they want. It is specially designed for the seventh grade students, so it will not make them confused when they are looking for difficult words in the pocket book. The vocabularies in this book is based on the students book. So, it is developed to facilitate the seventh grade students in learning English.

The students in the first junior high school begin with learning English deeply. They start to increase their ability in listening, speaking, reading and writing more. They will be familiar with four skills and components of English language in this grade. So, according to the description above, the researcher is interested in conducting a research dealing with research and development pocket book for vocabulary. This research entitled "Developing Pocket Book for Vocabulary to Seventh Grade Students of MTs DARUL HUDA".

1.2 Statement of Research and Development Problem

According to the background of the study above, the problem is "How to develop pocket book for vocabulary to seventh grade students of MTs DARUL HUDA?".

1.3 Objective of the Research and Development

According to the research problem above, the objective of the research is to develop pocket book for vocabulary to the VII grade student in MTs DARUL HUDA.

1.4 Specification of the Product

This research is basically specified at producing a pocket book for vocabulary for seventh grade students of MTs Darul Huda. It is consist of vocabularies that the students should reach in the seventh grade. This product consider with the students book. This product of this research development refers to modified Addie's model. The Addie's model is one

of the model development to develop instructional material. There are previouse study that used Addie's model to develop instroctional material and Addie's model has 5 steps development that quite to do.

1.5 Significance of the Research and Development

The researcher hopes that the result of the research is expected to give contribution in teaching and learning process, especially for the VII grade semester II in MTs Darul Huda. The information about pocket book for vocabulary can make students easily in learning English and it can make the students increase their inspiring in learning. The result of the research can be useful for VII grade students and English teacher. For students, the pocket book can help them improve their ability to learning English in understanding the material. Meanwhile, for English teacher the result of this research can help the teacher to deliver the material.

1.6 Assumption and Limitation of the Research and Development

Assumption in this research is refering to Wahyudi (2013: 12), stated that "*Interactive writen text can attract the students motivation to read*". By using a pocket book for vocabulary that is designed depend on the students need, they can learn English vocabulary easily. In the pocket book includes vocabularies that suitable with students book. This pocket book is designed especially to seventh grade students, so they can increase their vocabulary mastery more.

The limitation in this research is the product in this research focuses on vocabularies for seventh grade students only and it can not be used in onother grade.

1.7 Definition of Key Term

1. Vocabulary

Vocabulary is the entire set of words of a language. Vocabulary is needed for comprehension of the language and it also increases fluency in the language (Nunan, 2003). Soedjito in Tarigan (1994:447) stated definition of vocabulary *"(1) semua kata yang terdapat dalam satu bahasa; (2) kekayaan kata yang dimiliki oleh seorang pembicara; (3) kata yang dipakai dalam satu bidang ilmu pengetahuan; dan (4) daftar kata yang disusun seperti kamus disertai penjelasan secara singkat dan praktis".*

2. Vocabulary mastery

Vocabulary mastery can be constructed as an ability to combine skill or knowledge of word that used to express meaning in the form of symbols of group of letter in a single or more one word.

3. Pocket book

Pocket book is a paperback or other small or cheap edition of a book (Kamus Besar Bahasa Indonesia, 5 March 2014). Pocket book is a small especially paperback book that can be carried in the pocket (Balai

Pustaka, 5 March 2014). Pocket book in this research means book that has small size and can included into pocket and the content of this book are vocabularies that suitable with the seventh grade students book in MTs Darul Huda.