

## CHAPTER I

### INTRODUCTION

This chapter presents background of the study, formulation of the research problem, the purpose of the study, significance of the study, scope and limitation of research, definition of key terms, and organization of the study.

#### **A. Background of the Study**

English as International language plays an important role to absorb information on science and technology as the source of information is mostly written in English. English becomes one of the important lessons that the students have to study at schools and is taught as a compulsory subject at the junior high school. By mastering English, they will be able to get knowledge. So they will not be left behind in this modernization of science and technology.

Krasen (Nurhajati1995:15) stated that vocabulary is basic to communication, it is also very important for the acquisition process. Without words we are not able to read, listen, speak, and even more communicate well, because language is made up of words and language as a means of communication.

English as one of the foreign language should be learnt by Indonesian students as a local content at junior high school. The students are required to be able to communicate in English, actively and passively. The teaching of English which is based on the 2006 curriculum (KTSP) emphasizes the development of the four language skills: listening, speaking, reading, and writing (Depdikbud,

1994:1). Besides, it also includes language components such as grammar, vocabulary, and pronunciation that are taught to support the development of the four skills.

Vocabulary is a total number of words that make up a language Hornby, (1997:419). Vocabulary teaches the students as subject of the study. In other word, vocabulary mastery is very important in learning English. Having many vocabularies will help the students in learning the four basic skills of English. Vocabulary is core component of language proficiency and provides much of basis for how well learners speak, listen, read and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners are often afraid and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to the native speakers, using the language in different context, reading newspaper or watching movie.

Acquisition of adequate vocabulary is essential for successful second language use because without an extensive vocabulary we will be unable to use the structure and function we may have learned for comprehensible communication. Also, in contrast with development of other of second language, particularly pronunciation, vocabulary acquisition does not seem to be slowed down by age.

Based on the information obtained from the English teacher and the researcher's observation at MTs Assyafi'iyah Gondang, it was found that many students still had difficulties in learning English, especially in mastering vocabulary. It's shown from the result of the test given by the researcher, students

could not reach the minimum standard competence (KKM). In the interview with the English teacher and data from the teacher note and observation list, given to the students before the researcher did this research, it was known that from five classes at seventh grade MTs Assyafi'iyah Gondang, class E shows that their learning English especially on vocabulary was still low. From the result of interview with English teacher, the passing grade of English lesson in MTs Assyafi'iyah Gondang had determined is 75. The criteria of success are 80%. It means that 80% of the total students (29 students) of E class must get 75 or more. Based on Preliminary Study, most of them have some problems in vocabulary. It is because of the problems. First, their vocabulary still poor it means after the researcher gave pre-test the result of the students score under the passing grade. They could not answer the question even in the translation word. Second, they cannot remember the new words they have gotten. After the researcher gave some vocabularies that were written on the blackboard and the students were asked to remember them by the researcher, the result they could not remember those words correctly.

According the result of interview with the teacher above, the researcher wants to introduce realia as new way to improve the students' vocabulary mastery and make them more interested in learning English.

Realia is unreal thing that can be seen, touched and felt (Longman, 2001:208). In the TEFL classroom, the word realia means using real items found in everyday life as an aid to teaching English. Using realia helps to make English lessons memorable by creating a link between the objects and the word or phrase

they represent. Realia can be used to teach the meaning of English word by showing or introducing them to the students and at the sometime the teacher names them in English.

The researcher found the similar study that is relevant with this study. Setyorini (2011) conducted a research entitled "*Increasing Students' Vocabulary Mastery Using Realia*". Her study focused on teaching English in elementary school especially at the fourth grade. She did her study in SDN 1 Baruharjo, Durenan, Trenggalek in the second semester of the academic year 2010/2011. Her study was done on 4<sup>th</sup> April until 20<sup>th</sup> April of the academic year 2010/2011. At her research, the minimum standard competence (KKM) was still 70. The result of her study shows that the students' vocabulary mastery increased by applying scramble letter.

This present study that the researcher conducted is different from the previous study, the researcher applying realia as media to teach the students' vocabulary.

## **B. Formulation of the Research Problem**

Based on the background above, the problems can be formulated as follows:

How can media realia improve the students' vocabulary mastery at the seventh grade EMTs Assyafi'iyah Gondang in academic year of 2013/2014?

## **C. The Purpose of the Study**

In accordance with the problem of study, this study is intended to describe how media realia can improve the students' vocabulary mastery in learning

English process at the seventh grade E MTs Assyafi'iyah Gondang in academic year 2013/2014.

#### **D. Significance of the Study**

1. For students MTs Assyafi'iyah Gondang

It is expected to assist them to increase their vocabulary and they will not be bored in learning vocabulary anymore.

2. For teachers MTs Assyafi'iyah Gondang

It can be used to improve their knowledge on the use of various strategies in teaching vocabulary.

3. For the Future Researchers

It can be used as a reference in study as well as action in the teaching vocabulary.

#### **E. Scope and Limitation of Research**

Based on the purposes above, the problem of the research can be identified that the research focuses on the students' ability in using vocabulary. Thus, this research focuses on a descriptive study on improving students' vocabulary mastery using realia at the seventh grade E MTs Assyafi'iyah Gondang in academic year 2013/2014.

The subject selection for this study is the students of grade VII. There are 5 classes in MTs Assyafi'iyah Gondang. This study will select one of those classes, that is VII E class. This class has 29 students; 13 males and 16 females.

## **F. Definition of Key Terms**

In order to make it clear base on the statement above, the researcher provide the definitions of key term as follow:

### **1. Vocabulary**

According to Hornby (2000) say, "That vocabulary is a list of words their meaning especially is important for learning a foreign language". It means vocabulary achievement is important for learning a foreign language. According to Longman (1988:1177) say, "Vocabulary is word known, learn used". It means that vocabulary is important.

Without having a good vocabulary they cannot make meaningful sentences in communication.

### **2. Realia**

Realia is real thing that can be seen, touched and felt (Longman, 2001:208). In the TEFL classroom, the word realia means using real items found in everyday life as an aid to teaching English. Using realia helps to make English lessons memorable by creating a link between the objects and the word or phrase they represent. Realia can be used to teach the meaning of English word by showing or introducing them to the students and at the sometime the teacher names them in English. For example: when the teacher wants to teach the words table, door or chair, teacher shows a table to the students and says "this is table" or teacher points the chair and says "that is chair" and so on. By doing, the students will understand and grasp the meaning spontaneously.

## **G. Organization of the Study**

This thesis organized into five chapters. Chapter one describes the background of the study, formulation of the research problem, the purpose of the study, significance of the study, scope and limitation of research, definition of key terms, and organization of the study. Chapter two discussed the relevant theories that support the research. Chapter three presents the research design, subjects and setting of the study and procedures of the study. Chapter four presents research findings and discussion. Chapter five presents about conclusion and suggestion.