CHAPTER I

INTRODUCTION

This chapter comprises the background of the study that describes the reasons why the researcher intends to conduct the study. Because of those reasons, problem of the study, objective of the study, and significance of the study are formulated. Also, the scope and limitation of the study is presented. Finally, the last part is the definition of key terms which presented to avoid misunderstanding of these terms.

A. Background of the Study

Language cannot be separated from people in this world. By language, we can express anything about our feelings, ideas and desire. Moreover, we can build relation with the other people by language. Many people know that English is international language and has an important role in our society. Mastering it is absolutely needed, especially for Indonesians who live in developing country. People cannot interact with the other people in the other countries, if they cannot speak in English well. That is why learning English is very important for the people. It makes people easy to communicate with other people in this world.[1] It makes people take English into account for the learning. Therefore, some people take English course to realize it.

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[1] David Cristal, *English as a Global Language.*(Cambridge: New York Cambridge University Press, 1997) ,56

When we learn a language, there are four skills that we should master it. They are listening, speaking, reading, and writing. We called it language skills. The first is listening skill. In listening skill, we need to understand what we hear, to avoid the misunderstanding in communication. The second skill is speaking. This skill is more complicated than the first. In this case, we learn how to know many words and how to pronounce it. The third is reading skill. In reading, the students will find the kind of words, which is enriching their vocabulary mastery. In teaching reading, the students in the class learn how to understand and comprehend some texts. The last skill is writing skill. Writing is more complicated than it seems at first, and often seems to be the hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way. As the other language skills, writing is a way of communicating message in written form to a reader for a purpose.[2] Through writing, we can express what we want to share and the people who read the texts could get some information from the text they are reading. Unfortunately, mastering all those skills is not easy for the Indonesian students because English is absolutely different from Indonesian. They are different in words, spelling, pronunciation, grammar, and meaning. It makes students have to learn deeply about English to master it.

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[2] Siti Halijah, *The Effectiveness of using Authentic Materials to Improve Students' Vocabulary to Develop Descriptive Paragraphs,* (Jurnal Sastra Tamaddun, Vol. 7 No. 2,2010), 91

Language elements such as grammar, vocabulary, pronunciation, and spelling which is supporting the four skills are important in the teaching learning process. The more English vocabulary the students have, the easier the students master the language. In his book, *how to Teach Vocabulary*, Scott Thornburry stated that… you can say very little with grammar, but you can say almost anything with words.[3] Even if our grammar is excellent, we just won't be able to communicate our meaning without a wide vocabulary. Susantis' thesis entitled "Puzzles as a Means of Increasing the Senior High School Student's Vocabulary" said that it is clear that students who master language largely will improve their knowledge and are able to distinguish word by word accurately.[4] It shows how vital to know a lot of words if we want to make progress in foreign language learning. Vocabulary knowledge of the target language is the important thing to master. It is necessary in the sense that words are the basic building of language acquisition, the units of meaning from which larger structures such as sentences, paragraphs and whole texts are formed.

Vocabulary mastery has an important role in the process of achieving language skill (reading, speaking, listening, and writing). The more vocabulary students have, the easier students develop the sentences. It means that learner who lacks of vocabulary will easily get stressed because he or she faces difficulties in

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[3] Scott Thornburry, *how to Teach Vocabulary*(Longman, 2003),13
[4] Susanti Ikasari, *Puzzles as a Means of Increasing the Senior High School Student's Vocabulary*(Unesa, 2004),2

the learning process. Thus, from various points of view, vocabulary can be seen as a priority area in language learning process.

In teaching learning process, there are some sources of words. They are from vocabulary book, teacher speech, coursebooks and English reading books. Commonly, the student gets vocabulary as mostly monotonous and in traditional way. The teacher drills the words to the student and asks them to repeat and memorize it. It makes student get bored easily. To avoid this problem, the teacher should find a new way to maintain a high level of motivation and attract students' interest in learning vocabulary.

There are various ways of teaching vocabulary, but there is no single best way for teaching vocabulary. According to Scott Thornburry:

> "Nowadays, the tendency is to present vocabulary in text. For vocabulary building purposes, text- whether spoken or written- have enormous advantages over learning words from lists. For a start, the fact that words are in context increase the chance of learners appreciating not only the meaning, but their typical environment, such as their associated collocations or grammatical structures."[5]

Reading is an important skill for English language learners in today's world. It supports the development of overall proficiency and provides access to crucial information at work and school.[6] English is the dominant language in the world. Now, international business, education world (books or another literature), and internet are using English as media. According to Chaterine,

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[5] Scott Thornburry, *how to Teach Vocabulary*(Longman, 2003),53
[6] Reiko Komiyama.*CAR: a Means for Motivating Students to Read* (English Teaching Forum,2009),32

reading is essential to get successfulness in our society. The ability to read is highly valued and important for social and educational advancement.[7] It means that reading has the important role for the students because it is studied almost in all of the class activities, and most of the scientific books are written in English.

The relationship between reading and vocabulary is typically one of mutual improvement and growth. This is because as someone reads more, his/ her vocabulary typically expands and grows and then he/ she can get the main purpose for learning language. As people read, they are likely to encounter new words and ideas that they have not read yet. Langnan states that through reading a good deal, you will learn words by encountering them a number of times in a variety of sentences.[8] Reading and vocabulary are important because reading provides an opportunity for new words to be discovered, so the vocabulary of the reader can grow and expand.

In order to improve students' motivation in reading activity, teacher should give the appropriate reading text for them. Teachers have to provide reading materials which have interesting topics, fun, and easy for them to avoid the students' boredom, which made their attention will be elsewhere and they will not learn.

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[7]Chaterine Snow, *Preventing Reading Difficulties in Young Children*(Online)(www.Etananewsletter.com).
[8] John Langnan, *English Skills with Readings, Sixth Edition* (New York: Mc. Graw. Hill, 2006),521

Dealing with the statements above, anecdote is chosen to avoid students' difficulty and boredom in learning English vocabulary. Anecdote is one of the kinds of text which retells funny and unusual factual or imaginative incidents, to entertain the readers. It serves a lot of fun and pleasure, so that the students will enjoy the teaching and learning process. As we know that students like a joke in the teaching learning process. It would be much more fun if we could create the situation become alive by telling fun stories.[9] Therefore, it is appropriate for us to use anecdote texts as a media to enrich students' vocabulary mastery. Also, they can find out many words and enjoy the text.

Furthermore, the researcher would conduct her research in MA al- Huda. This school is chosen because it is unfavorite school. Based on the preliminary study that was conducted by researcher, the students in this school have difficulty to enrich their vocabulary, because there are a few of facilities from the school to improve it. The researcher focused on the student at tenth grade. The reason for the researcher to choose this class is that the students in this class have poor vocabulary mastery in English. It is shown from the result of preliminary study observation that was conducted by researcher. When the researcher used English words to communicate in class activity, the student didn't understand what the researcher means. For example, when the researcher asked "*What will you learn today, guys*?", the student could not get her meaning and asked her to translate.

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[9] Pertiwi Ambarningrum, *Enriching Your Vocabulary through Anecdotes*, Jakarta: Lingkaran Pustaka, 1997, iii

Also, they have difficulty to translate and understand English text. This problem happened because their limitation in vocabulary mastery. Based on this problem, the researcher determines that her research is appropriate to apply in this class.

B. Statement of the Problems

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

1. How is the implementation of teaching vocabulary through reading anecdote texts to enrich students' vocabulary mastery at tenth grade of MA al- Huda?

2. Can reading anecdote texts improve vocabulary mastery of the tenth grade students of MA al- Huda?

3. How is the students' response in using anecdote texts to enrich students' vocabulary mastery at Tenth grade of MA al- Huda?

C. Significance of the Study

This study is expected that it will be useful and helpful for English foreign language classroom, both for the teachers and the student. They are:

1. For the teachers, anecdote texts can be used as media to enrich students' vocabulary mastery.

2. For the students, anecdote texts can attract their interest in learning English, especially which is related to their vocabulary building.

3. For the future, this research can be useful to provide scientific reference on the applied teaching technique of vocabulary study.

D. Purpose of the Study

1. To describe the implementation of teaching vocabulary through reading anecdote texts to enrich students' vocabulary mastery.

2. To understand whether reading anecdote texts can improve students' vocabulary mastery.

3. To understand the students' response in using anecdote text to enrich students' vocabulary mastery.

E. Scope and Limitation of the Study

This study deals with teaching English vocabularies for tenth grade student through anecdote text. This research will be focused on the implementation of anecdote text to enrich students' vocabulary mastery. Limitation of this study is on how the implementation of anecdote text to enrich students' vocabulary master is.

F. Definition of Key Terms

The definitions of the key terms are necessary to give clear definition about some terms to avoid misunderstanding and misinterpretation. They are:

1. English vocabularies

That means a set of words in English language which have meaning. It contains verb, adverb, noun, etc.

2. Enriching English vocabularies

That means the activity to make the total number of the students' English vocabulary mastery increases through some activities.

3. Anecdote

This is one of the kinds of text. It is short interesting story about a real person or event.[10] The purpose of this text is to entertain the readers.

4. Reading anecdote

That means that using anecdote text as media in reading activity. Through reading text, especially anecdote text, students can improve their vocabulary mastery.

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[10] Martin H. Manser, *Oxford Learner's Pocket Dictionary* New Edition, 14