

## CHAPTER I

### INTRODUCTION

This chapter consists of the background of the study, research problem, objective of the research, hypotheses, significance of the research and definition of key terms.

#### A. Background of the Study

Language has an important role in interaction in our everyday life. It happened a long time ago. Language also has a part in the students' cognitive, social, and emotional development and is the key to success in all areas of study (Depdiknas, 2003). In the learning process, vocabulary is more important to teach at first. That is because the more vocabulary we know and remember, we can grow our language skills quickly. People would find it difficult to convey their opinion and ideas in English without expressive vocabulary. This statement is relevant to the Quran. Allah said:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ  
أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

And He taught Adam all names of everything, then He showed them, to the angles and said: "Tell Me the names of these if you are truthful".

(Al Baqoroh: 31)

Allah requires us that we have to learn vocabulary so that we can create and develop our language skills (Khan & Al-Hilali, 1981). A good vocabulary is a significant part of effective language communication. Vocabulary is a primary element of language skill and gives much of the primary for how good learners speak, listen, read, and write (Richards & Renandya, 2002).

Students who learn English as a second language have to master four skills in language; those are: speaking, listening, reading, and writing skills. Without mastering and remembering a lot of vocabulary, we cannot speak English well. The teacher should teach vocabulary to the student when they first learn about English. The teacher has to give a lot and various vocabulary to the student because it is impossible for the students to develop their English skills, speaking, writing, listening and reading without having much vocabulary. So, mastering vocabulary makes learning English easier and improves students' English. Vocabulary is one of the important elements of language proficiency that becomes the basis of how well learners were often given little priority in second language program (Richard & Rodgers, 2001).

Sometimes students will find some difficulty in learning vocabulary, especially beginners. They are afraid to make a mistake when pronouncing the words, feel challenged to remember the words, and have no confidence, and English has a lot of vocabulary to be remembered. That is an example of the student's difficulties. So, a teacher should have many methods and

techniques to teach. It can make the students more fun while learning and motivate them.

Students require a lot of effort in learning vocabulary. Teachers should have various methods to teach the students. An innovative and creative way of the learning process is needed. It is anticipated to assist the students in enriching their vocabulary mastery, so they can feel enjoy when joining the class. As a foreign language, there ought to be possible way to introduce the vocabulary to students. It aims to motivate the students especially beginners' learners in learning vocabulary, teachers should use variety techniques.

As an English as a foreign language teacher, you must know how important vocabulary is. Students in a foreign language class must study all the material to do well, which will undoubtedly include grammar. But once again, the more students know the vocabulary, the more quickly they will understand language skills.

The method is the practical realization of an approach that includes various procedures and techniques as part of their standard fare (Harmer, 2001). Teachers should know the most appropriate method for the students when students give a wrong strategy or technique. Then, the teaching and learning process will fail. Every level of students (beginners to advance) has different teaching methods. So the teacher must know first which level will be taught.

When teachers do not give an appropriate method for each level of students, they will feel confused while receiving the material. Students can also feel bored when an English lesson comes. They will not enjoy the class as well.

A short story is an imaginative statement of feeling that feeling is created or imagined (Jones, 1968). A short story is a written story about imaginative action that is only a few pages long and aims to entertain the readers. The purpose of a short story is to entertain the readers. It also talks about the expressions to anything all over life experience discussing with people fancy. So a story becomes something interesting for individuals to read and talk.

Hence, using children short story can be good learning material to teach vocabulary to beginners to advanced learners. Moreover, short story mas also make students more passionate about improving their vocabulary mastery beneficial to understanding the whole story. That's why this research concerns students' vocabulary mastery that is taught by children's short story.

## **B. Research Problem**

Based on the background above, the writer draws up the research problem as follows:

Is there any significant difference in vocabulary mastery between students who are taught by using children short story and students who are taught by using English textbook at MAN 1 Nganjuk?

## **C. Objective of the Research**

Referred to the research questions, the objective of this research is as follows:

To know if there is any significant difference in vocabulary mastery between students who are taught by using children short story and students who are taught by using English textbook at MAN 1 NGANJUK.

## **D. Hypotheses**

According to the research problem, the writer plants the research hypothesis ( $H_a$ ) and null hypothesis ( $H_0$ ) as follows:

$H_a$ : *there is significant difference between the students taught using Children Short Story and the students taught using English Textbook at Tenth Grade of MAN 1 Nganjuk*

$H_0$ : *there is no significant difference between the students taught using Children Short Story and the students taught using English Textbook at Tenth Grade of MAN 1 Nganjuk*

## **E. Significance of Research**

This research has some types of significance. The first is for the students, the second is for the teachers and the last is for the reader or the next researcher.

### **a. For the students**

Students can improve their vocabulary by using children short story. So, they can take advantage by reading their favourite children short story.

### **b. For the teachers**

The teacher can understand the students' needs and know about the students' abilities. The teachers also can understand what kind of story their students like. And to see the effectiveness of children short story on students' vocabulary mastery by reading short story.

### **c. For the reader or next researcher**

The reader can know what kind of media or technique teachers use to improve students' vocabulary.

## **F. The Definition of Key Term**

Aiming to clarify the key term used in this research, some definitions are put forward:

- **Vocabulary Mastery**

Vocabulary can be defined as the words used in some enterprise, or it can be defined as the total number of words in a particular language. Vocabulary mastery refers to the number of words someone knows.

- **Short Story**

Short story is a prose narrative shorter than a novel. And it is a written story about imaginary events that is only a few pages long. It has some characteristics and some strengths.

- **Children Short Story**

Children short story is a story made for children and is not as long as a novel. The story was also short and easy to understand.