

## CHAPTER I

### INTRODUCTION

This chapter discusses about the background of the study, the research problems, the objective of the study, the significance of the study, the scope and limitation of the study, and the definition of the key terms of the study.

#### A. Background of the Study

English mastery is very important in this Era. Many sources of knowledges in this world using English, such as Internet, newspaper, books, novels, and others. So, the students are expected to be mastery in English in order to avoid less in this globalization era. However, one of the most important things to be mastery in English is vocabulary.

“Vocabulary is central language and critical importance to typical language learner. Without a sufficient vocabulary, students cannot communicate effectively or express their ideas in oral and written form.”<sup>1</sup> Vocabulary is an important component of language because it is enable students to use their language well. Students cannot express their ideas without enough vocabulary.

Therefore, learning vocabulary is an obligation in learning language. It is not easy to know how to start learning new words in other language. The students have to study vocabulary word by word, one by one and step by step to be able to know more about vocabulary. There are four skills in English,

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<sup>1</sup>EndangFauziati, *Teaching of English as a ForeignLanguage (TEFL)*(Surakarta:Muhammadiyah University Press, 2005),15.

those are Listening, Speaking, Reading and Writing. But before learning any further about the four skills, it necessary to know the vocabulary.

According to Suyanto (2001:118), the definition of vocabulary is “collective word owned by one language and gives the meaning if we use the language. Learning new words or vocabulary is important part of learning new language.”<sup>2</sup> Learning some words and phrases in a new language allows people to start communicating at once.

Vocabulary is one component of learning English that is important to study. This is because students without enough vocabulary mastery, their ability for communication and to convey messages cannot be established, so English Teachers must find out various ways and media in teaching English. The students have to know the importance of English vocabulary. Many students find difficulties in learning vocabulary. Moreover, they cannot read and understand about a text because they do not have a good vocabulary. This problem appears at the first grade students of MTs Miftahul Huda Silir-Wates-Kediri.

Knowing that young language learners seems to pick up another language very quickly just by exposure, media are needed to be used in the classroom. There are many medias can be used for teaching vocabulary, for example like using games, song lyrics, and even pictures. Pictures especially are believed very effective to improve students' vocabulary. Using pictures in teaching and learning will help students pay attention to things they have not

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<sup>2</sup>Suyanto, *Teaching of English Vocabulary* (Jakarta: Universitas Islam Press, 2001),118.

seen which related to their subject. Teacher can use any picture like posters, paintings or any printed pictures as they are very easy to find. As a good teacher we can filter kind of pictures that appropriate and related to the topic choosen before bring them in the class room. Appropriate and interesting pictures are very effective for teaching vocabulary.

Teachers should concern that teaching vocabulary is something new and different for students of foreign language. They need to prepare the good techniques and suitable materials in order to gain the target of language teaching. Usually students are interested in something funny and interesting for them. It is easy to learn when they learn with something that can impress them. Therefore, using realia that related to the learning materials can help students in understanding the material given.

According to Jeremy (1991: 23), "picture can be board drawings. Wall picture and charts, flashcards, magazine picture and any other non technical visual representation."<sup>3</sup> Pictures can be use to explain the meaning of vocabulary items. Teacher can draw things on the board or bring on pictures. Realia can help the students to increase their vocabulary. When everyone have drawn a picture of scene, they will know what is the meaning of English words although the students are often getting trouble of their vocabulary. By using realia, the students can take a lot of benefit.

One of ways in learning or mastering vocabulary is by employing realia. It is the short ways for the first level to improve the students' ability.

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<sup>3</sup>Harmer Jeremy, *The practice of English Language teaching* (New york,united stated of America, 1991), 23.

Words of vocabulary involve knowing form and meaning and easier to remember it. According to Seller, by using realia the students will find learning English enjoyable. The students will be interested and more enthusiastic in learning English. It will be easy to learn speaking, reading, and writing that is illustrated by pictures<sup>4</sup>.

Based on the explanation above, the researcher is interested in conducting a Classroom Action Research (CAR) that use realia to improve the students' vocabulary mastery. The researcher decides to conduct a study under the title "**Using Realia to Improve the Vocabulary of the First Year Students of MTs Miftahul Huda Silir-Wates-Kediri in Academic Year 2015/2016**".

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

Based on the statement above, the statement problem is formulated as follow:

1. How is the implementation of using realia at MTs Miftahul Huda Silir-Wates-Kediri?
2. Can using realia improve the vocabulary of the First Year Students of MTs Miftahul Huda Silir-Wates-Kediri ?

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

The objective of the research are:

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<sup>4</sup>William Sellers (acces on internet 2/8//2015)

1. To know the English Ability of the First Year Students of MTs Miftahul Huda Silir-Wates-Kediri after having taught by using realia.
2. To know whether teaching vocabulary by using realia is effective or not.

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

This research is expected to give a significant contributions to the following parts :

Firstly, the researcher expects the result of this research will be useful for the English teachers especially in teaching vocabulary.

Secondly, the result of this research was hopefully giving contribution to the students. The researcher also hopes the students are motivated in learning English by using realia, so that they will get more spirit to study English harder.

This research is expected to help English teacher to conducting an English teaching and to inform the English teachers of MTs Miftahul Huda Silir-Wates-Kediri to promote the method of using realia, so that the students can be more active in studying English.

#### **E. Scope and Limitation of the Study**

This research is focused on improving the student's vocabulary mastery by using realia. The subject of the research is the first grade students of MTs Miftahul Huda Silir-Wates-Kediri.

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

In this study, the researcher defines some of the key terms to avoid misunderstanding as follows:

### **1. Vocabulary**

It is total number of words in language which an individual knows and those words are used as vehicle of the language to express one thought. Vocabulary is a list of words with their meanings, especially which accompanies a text book in a foreign language.<sup>5</sup> Teaching vocabulary is a researcher's activity in the class or in learning process to give the students mastering English vocabularies.

### **2. Realia**

Realia is the technique used for teaching English vocabulary to the students in improving their vocabulary mastery. It is an object food, drink, fruits, and vegetables used in classroom instruction by educators to improve students' understanding. The students will be interested and more enthusiastic in learning English. It will be easy to learn speaking, reading, and writing that is illustrated by pictures.

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<sup>5</sup>Departement of the University of Oxford, *Oxford Advanced Learner's Dictionary 4<sup>th</sup> edition*, (New York: Oxford Univercity Press,1989),425.