

CHAPTER I

INTRODUCTION

A. Background of Study

As a human being who lives in a society, communication cannot be avoided. Everyone communicates with others by using a language. Language is a way to communicate ideas comprehensively from person to another. According to Brown (2007, p.384) “Language is a systematic tool to convey and communicate ideas or feelings by using specific signs, symbols, marks, gestures, body language that have meaning”. Language is used to express their ideas, feelings and emotions. Language is the system of communication in speech and writing that used by people of a particular country. Therefore, language learning is important for human’s social development.

Allah Swt. creates the human being is not only as individual but also as social creatures. In interaction with others, the human do need a language because by using language someone be able to know and to understand what other people want and mean. It is related as Allah Swt. said in the *Koran* (Al-Hujurat:13)

يَتَأْتِيهَا النَّاسُ إِنَّا خَلَقْنَاهُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاهُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاهُ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣﴾

The verse above indicates that Allah creates human, men and women, and then makes them nations and tribes in order to know each other. To know

each others, people have to understand what they speak and write. If one society has knowledge and it is beneficial to know, but the knowledge is in the language that is used by society people must know the language to understand the knowledge. From this verse, we know that Allah gives a language to every nation and tribe which is used to communicate among them.

There are many languages in the world, one of them is English. English as one of an international language has a significant position in Indonesia. It has been taught at various levels of education from the lowest level up to the highest. For the school in Indonesia, there are four language skills that have to be mastered by the students to learn the English subject. The four language skills are listening, speaking, reading and writing, with all its aspects such as grammar, vocabulary, and sounds as the elements of language, which support the development of those skills. Therefore, one of the point to learn by students is vocabulary.

Vocabulary is the first stage in any language learning. Vocabulary is important to be improved in the language learning process in order to get other competencies like reading, writing, listening and speaking. Without vocabulary, people cannot communicate effectively and unable to use structure and functions they have learned for communication. Commonly, students can not compose a sentence or phrase in speaking, even writing and reading because they are poor in vocabulary.

Based on pre observation at MTsN 9 Hulu Sungai Selatan, this school has many problems in teaching and learning English, especially for students of the seventh grade. There are some reasons of difficulties in learning vocabulary, such

as (1) many students less memorize vocabularies and (2) Almost of all students felt bored in studying vocabulary. Those difficulties above are based on the reason of the students have different ability in memorize vocabularies. There are students to fast memorize but other students less memorize vocabulary. And almost of all students felt bored in studying vocabulary without having any variation technique such as using media or games. Therefore, the students busy talking with other students when the learning process was occuring. The students do not give attention about the teacher explanation and make noisy with other students in the classroom.

Furthermore, based on some reasons of difficulties in learning vocabulary. Another reason is using technique and method by the teachers in teaching and learning vocabulary. It means that the improving students vocabulary is not only students' responsibility but also the teachers'. The role of the teacher in teaching vocabulary is important because the teacher should be more creative in creating vocabulary learning technique in order to make the teaching learning process fun, interesting and also easier. Therefore, English teacher may find out the solution by creating efficient technique and method in teaching English vocabulary.

Based on “*Undang-Undang No. 14 tahun 2005 tentang Guru dan Dosen pasal 10 ayat 2*” states that:

“Guru harus memiliki empat kompetensi, antara lain kompetensi pedagogik (pedagogic competence), kompetensi kepribadian (personality competence), kompetensi sosial (social competence) and kompetensi profesional (professional competence)”

One of the competences is pedagogical competence involving creating meaningful and interesting learning. It is related as Allah Swt. said in the Koran (An-Nahl:125):

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجِدِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۖ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ ﴿١٢٥﴾

The verse above explains that teacher must be able to teach students well and make interesting teaching and learning process. Teachers may find better teaching strategy to teach English including teaching vocabulary and have to be careful in selecting material, approach and technique.

In teaching and learning process, the important thing was not only how much or how less teaching and learning activity did in the classroom, but also how the students are active and enjoy in teaching learning process. An English teacher needs suitable way to help the students more active and enjoy. The teacher should use suitable and also interesting technique to help students develop their vocabulary. There were many techniques that is considered to be effective in which to develop students' vocabulary, such as; guessing the meaning, categorizing the words, vocabulary notebook, etc. The researcher used vocabulary notebook as a technique to teaching and learning vocabulary. Students learn new vocabulary as quickly as they forget them. Therefore, writing vocabulary notebook can be an alternative to solve students' forgetfulness in learning vocabulary.

Vocabulary notebook is a kind of personal dictionary that can be filled by words that students learn along with the meaning and other related aspect such as definition, part of speech, word forms, synonym, antonym, etc. Vocabulary notebook provides the students to creatively and practically use vocabulary in the daily life or activities. The students learn by labeling things around them, for example about the name of the furniture in the classroom, their houses, or try to remember the name of the fruit and vegetable when they go to the market. It is very effective way to make the students learn vocabulary, not just by studying English at school, but the students can study English anytime.

Previous study about “vocabulary notebook” had been ever conducted by some researchers. Antoniosyola, Hendri (2013) entitled *“Improving the Tenth Grade Students’ Vocabulary Achievement and students’ active participation by using vocabulary notebook at MA Al-Falah Kajar Bondowoso in the academic Year 2012/2013”*. The similarity with this research is using vocabulary notebook, while the differences are subject, place, objective and research design. It was focused for the students at the tenth grade of MA Al-Falah Kajar Bondowoso, objective in the research was intended to improve students’ vocabulary achievement and students’ participation, and the design in this research was classroom action research. Meanwhile, in the research, the researcher focuses on the students at the seventh grade of MTsN 9 Hulu Sungai Selatan, objective of the research is to know whether students effectiveness using vocabulary notebook in teaching and learning English, and method used in this research was quantitative method and research design was quasi-experimental study.

The result of the vocabulary test after the action in *first cycle* showed that the percentage of students' who got score 65 or more (≥ 65) was 56% (14 students of 25 students). The cycle in this research was considered successful if 70% of the students got score 65 or more (≥ 65). It means that the target percentage of this research had not been achieved yet. And result from observation checklist showed that there were only 56,5% (13 students of 23 students) who were categorized as active participant in the first meeting. Meanwhile, there were 64% (16 students of 25 students) who were categorized as active participant in the second meeting. So, the average percentage of students' participation in the first cycle was 60.25%. It means that the result of process evaluation in the first cycle was not achieved the target of the research. Having conducted the action in the second cycle, the results of vocabulary test showed that the percentages of the students who got score 65 or more (≥ 65) increased from 56% (14 students) in the first cycle to 76% (19 students) in the second cycle. The results of the classroom observation done in each meeting in the second cycle showed that there were 72% (18 students) that were categorized as active in the first meeting. Meanwhile, there were 80% (20 students) that were categorized as active participants in the second meeting. It could be concluded that the average percentage of students' active participation in the first cycle was 76%. Based on the result of the research, it was known that the use of vocabulary notebook could improve the students' vocabulary achievement and their active participation in the teaching learning process.

Then, another research that was conducted by Wulandari, Anita (2015) entitled *“The effect of vocabulary notebook on vocabulary knowledge at the seventh grade students of SMP Muhamadiyah Palangkaraya”*. The similarity with this study is using vocabulary notebook. While the differences are objective and place. It was focused to measure the effect of vocabulary notebook on vocabulary knowledge at the seventh grade students at SMP Muhammadiyah Palangkaraya. Meanwhile, in this research, the researcher focuses to know whether effectiveness of using vocabulary notebook in teaching and learning English of the seventh grade at MTsN 9 Hulu Sungai Selatan.

The result of t_{test} using manual calculation showed that t_{observed} was higher than t_{table} at 5% and 1% significance level ($2.00 < 3.42 > 2.65$). It means H_a was accepted and H_o was rejected. This finding indicated that the alternative hypothesis (H_a) stating that using vocabulary notebook gave effect to students' vocabulary knowledge at the seventh grade students as SMP Muhammadiyah Palangkaraya was accepted. In other words, the null hypothesis (H_o) stating that using vocabulary notebook did not give effect students' vocabulary knowledge at the seventh grade students as SMP Muhammadiyah.

Based on the explanation above that there are some problems in the teaching and learning vocabulary. The first problem was from the students' itself and the second problems was from the teacher. To know the students' effectiveness using vocabulary notebook, it really needed to investigate the solution of problems. Therefore, the researcher is interested to find conduct a research entitled: *“The Effectiveness of Using Vocabulary Notebook in Teaching*

and Learning English of the seventh grade at MTsN 9 Hulu Sungai Selatan Academic Year 2016/2017.” Hopefully, this research can find the answers of those questions.

B. Statement of Problems

An academic thesis requires a problem. The central problem which serves as the starting point of research, which backs up the thesis has been formulized as follows:

1. How is the effectiveness of using vocabulary notebook in teaching and learning English in experiment class?
2. How is the effectiveness without using vocabulary notebook in teaching and learning English in control class?
3. Is there any significant difference the effectiveness in teaching and learning English between using vocabulary notebook in experiment class and without using vocabulary notebook in control class?

C. Objective of Study

Based on the problems above, the objectives of the research can bet set as follows:

1. To know the effectiveness of using vocabulary notebook in teaching and learning English in experiment class.
2. To know the effectiveness without using vocabulary notebook in teaching and learning English in control class.

3. To know whether it has significant difference or not in teaching and learning English between using vocabulary notebook in experiment class and without using vocabulary notebook in control class.

D. Hypothesis

The statement of hypothesis can be stated on the following hypothesis:

1. Alternative Hypothesis (H_a)

There is significant difference in the effectiveness of vocabulary notebook in teaching and learning English between students in experiment class and control class. H_a is accepted.

2. Null Hypothesis (H_o)

There is no significant difference in the effectiveness of vocabulary notebook in teaching and learning English between students in experiment class and control class. H_o is rejected.

E. Significance of Study

The research has two significances. The first was theoretically significance and the second was practically significance.

1. Theoretically

This research aimed at knowing and testing the effectiveness of using vocabulary notebook, the result of the research used as input for teaching and learning English process, especially for teaching and learning vocabulary in junior high school.

2. Practically

The result of this research is expected to useful develop teaching and learning English. It is expected that the research finding on the study can give contribution for the English teacher, the student, and the next researcher.

a. The English Teacher

This research is expected to help the teacher to solve the difficulties of students' in memorizing vocabulary and to support the English teacher in teaching and learning English effectively in the classroom.

b. The Student

This research is expected to help students of teaching and learning English. The students will be easier to memorize new vocabulary and can be students interested in learning vocabulary. And also it will build up to develop student's mastery in vocabulary.

c. The Next Researcher

This research is expected to help the next researcher to be information and comparison. It will be able to be reference for the next researchers who are interested to do research by using vocabulary notebook in teaching and learning process.

F. Definition of Key Terms

To avoid misinterpretation regarding the title, it is necessary to explain some terms in the title as follows:

1. Effectiveness is the capability of producing a desired result or the ability to produce desired output. (Wikipedia) To measure the effectiveness in teaching and learning, it can be seen from the mean students' score. (Nyoman Dantes). Therefore, the effectiveness in this research is the degree to which objectives are achieved and the extent to which targeted problems are solved.
2. Vocabulary Notebook is a kind of personal dictionary that can be filled by words that students learn along with the meaning and other related aspect such as definition, part of speech, word forms, synonym, antonym etc. (Walters and Bozkurt 2009, p.2). In this research, Vocabulary Notebook is a kind of personal dictionary that is kept by the students. Vocabulary notebook consists of word, meaning, example of sentences. Etc.
3. Teaching and Learning process is an educator assesses objectives, develop teaching and learning strategies, implements plan of work and evaluates the outcomes of the instruction. (IGI Global dictionary). In this research, the teacher gives knowledge about the English subject to the students, and the students the understand the material given. These activity using vocabulary notebook in experiment class and without using vocabulary notebook in control class.