

# CHAPTER I

## INTRODUCTION

The Chapter discusses about : Background of the Study, Problem of the Study, Objective of the Study, Hypothesis, Assumption , Significant of the Study, Scope and Limitation of the Study, Variable of the Study, Definition of Key Terms, Frame Work of Discussion.

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

Language is the system of sounds and words used by human to express their thought and feeling. Language is also particular way or style of speaking or writing signs, symbol, gestures etc. used for indicating ideas or feeling.<sup>1</sup> The primary role words play in language is to convey meaning.<sup>2</sup> English is one of the languages which are used in most parts of the world. It held a very important role in many aspects of human's life, such as technology, economy and education. English ability therefore is essential for students. It is made English as one of important lessons in every school.

In Indonesia, English is regarded as foreign language. In learning English the students have to be in to the process of learning language as second language. As a

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<sup>1</sup> Horby ,*Oxford Advanced Learner's Dictionary*, New York : Oxford, 1984.

<sup>2</sup> Kuang Yen Chen, 'The Impact of EFL Students' Vocabulary Breadth of Knowledge on Literal Reading Comprehension', *Asian EFL Journal* , v ( 51 ), 2011,p.31

foreign language, there are four skills that must be mastered by the students. They are listening, speaking, reading, and writing.<sup>3</sup> Besides the four skills, the students also need to master the language components such as grammar, vocabulary, and pronunciation. From the three language components, vocabulary is one important aspect in learning English as a foreign language. Vocabulary is an important component in communicative competence. It is crucial for language production and comprehension.<sup>4</sup> Vocabulary meaning is not only implied by definition, but also fits into the world. Stated that vocabulary knowledge expands and deepens over the course of a lifetime. The student's role of vocabulary is recognized in the first language setting.<sup>5</sup> Schmitt states that vocabulary is a basis of a language. It is important to be mastered first. The students cannot speak well and understand written materials if the students do not master vocabulary. To understand a text, one must understand the words that represent the ideas or concepts. Schmitt also states that no matter how successfully the sound of the foreign language is mastered without words to express the wider range of meanings, communication in a foreign language just cannot happen in any meaningful way.

Students of junior high schools are teenagers, so it is important to introduce English, especially vocabulary to junior high school since vocabulary is very crucial in learning a foreign language. Unfortunately, mastering vocabulary is not easy for

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<sup>3</sup> Lingualinks Library, Listening Comprehension Skill, (online ) URL : [Http://www.sil.org/lingualinkg/languagelearning/OtherResourcers/GudlnsFrALnggAndCltrLrnngPrgrm//ReadingSkill.htm](http://www.sil.org/lingualinkg/languagelearning/OtherResourcers/GudlnsFrALnggAndCltrLrnngPrgrm//ReadingSkill.htm) (Accessed on April 28, 2011).

<sup>4</sup> Muhammad Rochman, ' The Implementation of the 5E Model Stages to Build Students' Vocabulary' , *Jurnal on English as a Foreign Language*, V (2), 2012, p. 25.

<sup>5</sup>*Ibid.*,P.25

students, especially for students in Indonesia where English is learned as a foreign language because English is not used in daily communication. So, it is more difficult to master English vocabulary.

According to Tarigan, The quality of language skill depends on the quantity and quality of vocabulary. The more vocabulary we have, the bigger possibility to have a skill to use the language.<sup>6</sup> Kridalaksanan said that vocabulary is a component of a language maintaining all of information of meaning and using word in a language.<sup>7</sup> By mastering vocabulary, we will know the meaning of vocabulary in the context. Moreover, measuring vocabularies helps to avoid making mistakes in writing. In addition to speaking, writing is one of the tools to communicate.

Vocabulary size is number of words that an engine is able to recognize a large a factor in its recognition accuracy. Vocabulary size is used to know student master in vocabulary and provide some indication of the size of the learning task facing second language learners. There are many options about how much students must master vocabulary. But some of them deal that for beginner of high school. They must master at least 1000- 3000 words. Charles Key Ogden created “ Basic English “ ( 850 words ). Other list include “ Simplified English “ ( 1000 words ), “ Special English “ ( 1500 words ). Even Mackey said that the total of word which uses in communicate in daily life is only about 2000 word. And Mackey also said that the limited of people is depends on their education level.

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<sup>6</sup> Henry Guntur Tarigan, *Pengajaran Kosakata*, Bandung : Angkasa., 1986.P.2

<sup>7</sup> Harimukti Kridalaksana, *Kamus Linguistic* , edisi ketiga, Jakarta : PT Gramedia Pustaka Utama.1993.P.127

The learners need to know about 3000 or so high frequency words of the language. There is an immediate high priority and there is little sense in focusing on the other vocabulary until these are well learned. What the teacher does next is on helping the learners develop strategies to comprehend and learned the low frequency words of the language.

Used of instructional media in teaching and learning can evoke desire , motivating and stimulating learning activities, and even bring psychological effects on students. Study by using picture stimulus and word stimulus or visual and verbal conclude that visual stimulus produce better learning outcomes for tasks such as recall, recognize, and give relation between facts and concepts.<sup>8</sup> When we expand our methods of literacy instruction by including TV, drama, multimedia, comics, and other formats, we may be able to reach more students in the language arts classroom and meet students' different learning styles than would be the case using purely traditional teaching methods. Using advertisement in classroom English vocabulary teaching will make the class alive. Junior high school students are active and they like interesting something. Sparing some time in practice some competitive in vocabulary teaching will excite them and enhance their eagerness to learn English. Advertisement is one of good media in vocabulary teaching to practice the students' abilities of listening, and speaking, and at the same time help them to remember the target words.

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<sup>8</sup> Azhar Arsyad, *Media Pengajaran*, Jakarta: PT RajaGrafindo Persada . 2000. P. 9.

The writer interested in using advertisement as a media of learning vocabulary because this media in addition to more easily petrified students in the learning process and practice vocabulary size, this media also made students more enthusiastic about learning

The writer has done research in the MTs An- Nur Palangka Raya because the writer has done preliminary observation and the writer ever teaching practice in there, when the writer taught in the seventh year students in the MTs An-Nur , students still have limited vocab, because they still feel difficulty to master vocabulary. The writer conducted interview Mr.Fahrur Rozie ( English teacher ) . Based on the English score at VII-a I have gained while teaching practice II , the score of the English language is still low , only a few students who got good score and the procurement vocabulary is still limited. The seventh year students still have difficulty in mastering vocabulary and use of advertisement in learning vocabulary has not been done in there, the teacher just ever use pictures media teaching vocabulary. So the writer offered to do research use advertisement as media in teaching vocabulary size at seventh year. Advertisement is one of media which can be use in teaching and learning process, beside made students more understand of the lesson and also made students become excited when learning.

Based on the background which is explained above, the writer focused on the study in uses advertisement as media in teaching vocabulary size of the seventh

years students at MTs An-Nur Palangka Raya, and one class of seventh years as sample to experimental class.

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

Based on the background of study above, the writer formulates the problem “ Does the use of advertisement give effect in teaching vocabulary size of the seventh years students of MTs An-Nur Palangka Raya ? “

### **C. Objective of the Study**

The general purpose of this study is to measure the effectiveness of using advertisement in teaching vocabulary size at the seventh years of MTs An-Nur Palangka Raya.

### **D. Hypothesis**

According to Suryabrata : hypothesis is relative answer or prediction toward the problem of study its truth must be exam empirically.

Hypothesis is the alternative prediction of the answer make by the research toward that problem that proposed in this research. The prediction of answer is truth of temporary answer, which is taste the truth using the data that collected to the research on the stand, the hypothesis can change into the truth, yet is also can fall as the truth.

To give the interpretation of this hypothesis, there are two ways.

1. Alternative Hypothesis (  $H_a$  ). The use of advertisement gives effect in teaching vocabulary size at the seventh years of MTs An- Nur Palangka Raya.
2. Null Hypothesis (  $H_o$  ). The use of advertisement does not give effect in teaching vocabulary size at the seventh years of MTs An-Nur Palangka Raya.

### **E. Assumption**

The assumption of this study advertisement is one of effective media to help students in teaching vocabulary size because the advertisement made it easier students in learning vocabulary, students practice and also provide fun learning situation.

### **F. Significance of the Study**

#### **1. The Theoretical Study**

Theoretical in this study, the writer, the teachers and also the students can use advertisement as media in teaching vocabulary size.

#### **2. The Practical Significance**

The practice significance of this study is to increased the skill of language especially for the vocabulary size. In addition, the study given a problem solving to teacher be helpful to provided students with cheerful and joyful atmosphere in studying English, especially in teaching vocabulary size.

### **G. Scope and Limitation**

The study belongs to an experimental study. It has done to measure the effectiveness of a media especially the effect of using advertisement as media in

teaching vocabulary size at the seventh years of MTs An- Nur Palangka Raya. To limit and scope of the study the writer only discuss as follows:

1. This study has done in the seventh years of MTs An-Nur Palangka Raya, and only one class.
2. This study has done discussed about the used advertisement in taught vocabulary size at the seventh year of MTs An-Nur Palangka Raya.
3. This study used pre and post test.

#### **H. Variables of the Study**

Variable is object of study or anything that becomes the porn of attention the study. In the study, as a correlation as correlation study, there are two variables that became the key words of study, they are consist of the effectiveness of using advertisement in teaching vocabulary size.

1. Variable X is the effective of using advertisement in teaching vocabulary size.
2. Variable Y is not effective of using advertisement in teaching vocabulary size.

#### **I. Operational Definition**

##### **1. Effectiveness**

Effectiveness is the degree to which something is successful in producing a desired result. In this study, desired result is the change of the



students' vocabulary size of the seventh years in the MTs An-Nur Palangka Raya by treatment.

## 2. Advertisement

Advertisement is text that has the objective to announce a something that appeals to many people and that adds a well-know product in all public.<sup>9</sup> In this study it is used advertisement video / commercial advertisement.

## 3. Vocabulary size

Vocabulary is component of language.<sup>10</sup> Vocabulary size is the number of words that a person knows.<sup>11</sup> Even Mackey said that the total of word which uses in communicate in daily life is only about 2000 word. And Mackey also said that the limited of people is depends on their education level. The learners need to know about 3000 or so high frequency words of the language. In this study the vocabulary means function and content.

## J. Frame Work of Discussion

The frame of the discussion as follows:

**Chapter I** : The Introduction covers : Background of the Study, Problem of the Study, Objective of the Study, Hypothesis, Assumption, Significant of

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<sup>9</sup> Belajar Bahasa Inggris, *Advertisement*, ( online ) URL : [Http://inggrisschool.blogspot.co.id/2014/05/pengertian-advertisement-text-in.html?m=1](http://inggrisschool.blogspot.co.id/2014/05/pengertian-advertisement-text-in.html?m=1) Accessed on October, 6<sup>th</sup> 2014

<sup>10</sup> Yusran Yora, *Develop Your Vocabulary Grammar and Idiom*, Yogyakarta : Pustaka Pelajar, 2007.p.1

<sup>11</sup> Lecture notes, *Vocabulary Size*, ( online ) URL : [Http://engres.ied.edu.hk/vocabulary/vocabulary2-3.html](http://engres.ied.edu.hk/vocabulary/vocabulary2-3.html) (Accessed on August, 22nd 2014)

the Study, Scope and Limitation of the Study, Variables of the Study, Operational Definition, and Frame Work of Discussion.

**Chapter II**

: Review of related literature , this consist of related Previous study, Vocabulary Size, Advantages of Vocabulary, Principle of Vocabulary Development, Teaching Vocabulary in SMP Level, Vocabulary Assessment, The Nature of Media, The Nature of Advertising, Advertisement , The Strength of using Advertisement, Commercial Advertisement, Teaching Procedure and Principle Advertising in the Teaching.

**Chapter III**

: Research consists of Research Type, Research Design, Population and Sample, Instrument Research, Instrument Try Out, Instrument Validity, Data Collection Procedure, and Data Analysis Procedure

**Chapter IV**

:The Presentation of Data, Testing Normality and Homogeneity, Testing Hypothesis using

$T_{test}$  ,Testing Hypothesis using One Sample

$T_{test}$  ,Interpretation and Discussion.

**Chapter V**

: Conclusion and Suggestion.