

CHAPTER I

INTRODUCTION

This chapter provides the background of study that describes why the writer chooses this study. First reason or background of the study, problem of the study, the objective of the study, hypothesis, limitation, assumption of study, significant of study, and the last part is key terms.

A. Background of the Study

In Indonesian's school, English is one of the important subject that student has to mastery it. Moreover it is the main subject that examined in UAN (National Examination). It means English is the most important to be learned.

In this era, many students join in tutorial lesson so that they can increase or improving their English achievement to be well. Beside that, there are some students do not join tutorial lesson but their English achievement is well and moreover those join tutorial lesson get lack score. Therefore, the reseracher interested to reserach this problem that happen in SMAN 1 Pangkalan Bun.

All students are motivated to learn under the right conditions, and that you can provide these conditions in your classroom¹. Based on this statement the teacher must able to use some strategy of teaching to keep motivation of students, including in giving tutorial lesson after school.

In the particular school tutorial lesson is seldom to be introduced .The teacher only teaches the material as written on the book. Meanwhile giving

¹Zoltan Dornyei, *Motivational Strategies in the Language Classroom*, (Cambridge University Press) p.25.

tutorial lesson is important to improve early. Because it will effect to another aspect of EFL learning.

Vocabulary is central of language and of critical importance to typical language student. Without a sufficient vocabulary, one cannot communicate effectively or express his ideas in both oral and written form. Having a limited vocabulary is also a barrier that precludes students from learning a foreign language. When they do not know how to enrich their vocabulary, for example, they often gradually lose interest in learning. Kweldju in Fauziati stated that being competent in four language skills (listening, speaking, reading, and writing) students should be good in vocabulary (98,33%)². Moreover for the students of who do not join at English course, they need a lot of vocabularies for communicate in their daily life.

All universities in Indonesia offer English subject in their curriculum³, including in the State Islamic College of Palangkaraya (STAIN Palangkaraya). English subject is also included in the curriculum of this college. Moreover, in STAIN Palagkaraya also provide English Education Study program. The first and the second semester students of English education study program of STAIN Palangkaraya are also need a lot of vocabularies for communication in their daily life because they live in a dormitory and there they are compelled to speak English when they are communicate to others.

According to the results of observation, we can know there are many advantages of tutorial lesson that the students do to increase their ability and

² Endang Fauziati, *Teaching of English*, p. 159.

³ *Ibid.*, p. 191.

interesting in studying English. The National Reading Panel (NRP; National Institute of Child Health and Human Development, 2000) analyzed scientific studies that led them to conclude that giving tutorial lesson is strongly related to their ability in English achievement. The NRP explained that when students join in tutorial lesson, they have greater comprehension than students who do not join such instruction. Clearly, the preponderance of such evidence led the NRP to give tutorial lesson instruction as an essential element of the literacy program.⁴ To evidence this assumption, the researcher is interested to research this problem by the title : “A comparative between the students who join in English course and those who do not it in student’s mastering vocabulary at tenth grade of SMAN 1 Pangkalan bun”.

B. Problem of the Study

Based on the background above, the writer formulates problem of the study as follows:

1. How is the vocabulary mastery of the students who join English course?
2. How is the vocabulary mastery of the students who do not join it?
3. Is there any significant difference on mastering vocabulary of the students who join in English course and those who do not join in English course?

⁴ Gibbons, *Essential Strategies for Teaching*, (New York : Holiday House, 2009), p.83

C. Objective of the Study

Based on the problem of study, the objective of study that want to be achieved is to know whether there is significant difference or not on mastering vocabulary of the students who join in English course and those who do not join in English course.

D. Hypotheses

Based on the problem and objective of the study, there are two forms of hypotheses in this study, they are; Null Hypotheses (Ho) and Alternative hypotheses (Ha) as follows:

Ho : There is no any significant difference between students who join in English course and those do not join in English course of tenth grade of SMAN 1 Pangakalan Bun.

Ha : There is significant difference between students who join in English course and those do not join in English course of tenth grade of SMAN 1 Pangakalan Bun.

E. Limitation of the Study

The study belongs to *ex post facto* research, the writer will take 40 students of the tenth grade of SMAN 1 Pangakalan Bun. The writer will divide them into two groups, the first group is the students who join in English course, and second groups is the students who do not join in English course. The groups will be given the test according to their syllabus of vocabulary.

F. Assumption of the Study

The researcher assumes that the students who join in English course will achieve better than those who do not join in English course.

G. Significances of the Study

This research expected to give some contributions into two parts as follows: Practically, it can give the evaluating in developing educational science especially with something that can effect the successes in studying students. The result of research can be used as evaluating in developing concept as well as implementation practical as the strategies effort in developing human resources. Theoretically, the result of this research is expected can be useful for English teacher as the evaluating and knowledge in increasing the ability of students that can give the effect positively into learning activities of students in class of school or class of English course.

H. Definition of Key Terms

1. English achievement is a result of student's studying that is given by the teacher or tutor to measure student's ability in English subject.
2. English course is an activity that is followed by the students to increase their ability or knowledge about English well.
3. Vocabulary is knowledge involves knowing the meanings of words and therefore the purpose of a vocabulary test into find out whether the learners can match each word with a synonym, definition, or an equivalent word in their own language.

4. Tutorial lesson is an adding activity that is joined by the students who want to increase their ability in English. It is usually done by the students after school. In the study, tutorial lesson refers to tutorial lesson in Basic English Course in Pangkalan Bun.
5. Score is the value of student's achievements after they got the tests.
6. Comparison is to put side by side in order to see to what extent they are the same or different.
7. Ex Post Facto research is a type of research that attempts to determine the causes for, or consequence of, differences that already exist in groups of individuals⁵. In present study, the writer wants to investigate the differences between students who join English course and those who do not join English course in their English achievements.

I. Framework of Discussion

The frameworks of the discussion of this study are:

- Chapter I : Introduction that consists of background of study, problems of the study, objectives of the study, hypothesis, limitation of the study, assumption of the study, significances of the study, definition of key terms, and framework of discussion.
- Chapter II : Theoretical review of related literature, consisted of related study, the nature of english course, levels of english course, the materials of english course, mastering vocabulary, english

⁵ Donald Ary,dkk,*introduction to research in education*,p. 331.

language course, the nature of vocabulary, and the nature of comparative study.

Chapter III : Research method that consists of research type, research design, variable of the study, population and sample, research instrument, data collection, and data analysis.

Chapter IV : The Research finding and discussion consists of research finding in this case consisted of description of the data of student who join english course, description of the data of student who do not join english course, and the result of data analyze (testing hypothesis using manual calculation and testing hypothesis using spss 19 program).

Chapter V : Closing consists of conclusion of the study and suggestion for students, teachers, and for next researchers.