

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English as an international language is used in countries through out the world, including Indonesia. Once of the first ways to increase education quality is with improve the learning process because the learning process is the core of the education. Learning is the interaction between teachers and students in the education situation, so the teachers should be persistent and creative to make the learning more effective and fun.

The learning process effective and fun when the teachers understand many types of learning strategy and their characteristic, so the teachers can choose the appropriate strategy based on the learning objective., in the learning process could find that learning is focused on the teacher and the students as listener. These the student confused to follow that learning subject. The effect of that condition, students cannot be independent and they just rely on their friends who understand

that material because the learning are not focused on the process, but on their achievement.

This condition can make the students doing something froud to do their work for example, cheating and plagiarism because they are doubt of their self ability. Based on survey conducted by researcher at Grade IX MTs Al-Rahmah Lebak is still dominated by lecturing method. The Independently of students of Grade IX of MTs Al-Rahmah Lebak in learning process is low, only 27% active students such as ask the teacher or doing the task in the white board. This condition happen because the learning is not interesting. So the learning methods that can make the student interest to follow the learning.

Cooperative learning type listening ability is a lesson the manner of presentation material your students formed in some groups being heterogeneous then each of a group elected chairman of the group to was put in charge of a teacher and each pupil makes inquiries formed like a (paper questions) then be throw into the pupil other each pupil answering questions from the listening each grups.

Independent attitude one does not grow in a sudden, but through the process since childhood. In the independent attitude between individuals is not the same, this condition is influenced by many things. It affects or causes of a person's independent attitude is divided into two, namely the factor of the individual and factors outside the individual. The factor that influence student from outside it is called external factor.

Vocabulary is one of the important elements of learning all languages in the world. It is considered the first thing to learn and the first step to do because it is regarded the important element that will be the basic competence in order to get other competences like listening, writing mastery, and reading. No matter how well the students learn grammar, no matter how successfully the second language mastered, without words to express a wide range of meaning, communication in second language cannot happen in any meaningful way. As the basic component of any languages, vocabulary must be learnt by the students as early as possible.

Teaching for students of junior school is not the same as teaching adult because they have different characteristics and motivation. They are different from adult, so the way fo teaching must be different too. Scoot says there are some general characteristic of the students in that group : (a) they are competent user of mother tounge,(b) they can tell the difference between fact and fiction, (c) they love to play and learn best when they enjoy themselves seriously and like to think that what they are doing in real work,(d) they are enthusaistic and positif thinking, (e) they rely on the spoken as well as the physical words to convey and understanding meaning,(f) they are able to work with other and learn from others, (g) their own understanding comes trough eyes,hand and ears, (h) they have very short attention and concentration.

According to Jeremy Harmer, language is social construct as much as it is a mental ability. It is important for student to be just as aware of this in a foreign or second language as they are in their own¹. If the teachers can not teach the students properly, the students may not enjoy their learning. Consequently, the

teaching learning may fail. Junior high school need appropriate methods to teach the students. The proportions of the materials for young learners are different from that of the adult students.

Having adequate vocabulary helps the students to express their ideas fluently and effectively in vocabulary mastery. Vocabulary learning is not a simple process because the students are expected to be able to master how to pronounce and spell the words. These are obvious characteristics, and one or the other will be preserved by the learners when encountering the item for the first time. In teaching, teachers need to make sure that other these aspects are accurately presented and learnt.

Learning English particularly vocabulary is very important to support the ability of vocabulary mastery, listening, writing and reading. Without mastering vocabulary one will face difficulties to improve his/her ability to communicate with others. If you¹ spend most of your time studying grammar, your English will not improve very much. You will see most improvement if

¹ Jeremy Harmer, *The practice of English Language Teaching, Third edition*, (Longman: Pearson Education Limited, 2001), p, 25

you learn more words and expression. You can very little with grammar, but you can say almost anything with word.²

However, many teachers have not fully recognized the advantages in developing an extensive vocabulary. In other words, most teachers do not pay attention much in developing the teaching of vocabulary. They teach much grammar ,reading, vocabulary mastery, listening, writing, etc. To prepare students who are having good ability in communicating, the teacher must pay attention much in the teaching of vocabulary. Therefore, the students will not face difficulties in building sentences, and the difficulties in vocabulary mastery caused by missing words can be avoided.

From the explanation above it can be concluded that vocabulary has an important role in mastering English. By mastering vocabulary the students will study English easily. This fact may support the English teacher to improve their role in teaching English. It is hoped that by increasing the teaching and learning process the problem can be overcome soon.

² Thornbury,2002:57

Based on the description above, the researcher was interested in investigating the improvement students English vocabulary mastery using cooperative learning through listening ability of the third year students of MTS AL-Rahmah Lebakwangi Walantaka. The research entitles “the relationship between vocabulary mastery and listening ability at third students of Mts al rahmah islamic boarding school

1.2 Identification of the Problems

This paper is intended to describe active learning of the relationship between vocabulary mastery and listening ability. Based on the description of the background of the study, there are some problems that can be identified. The problems are:

- 1) How do learners have lack vocabulary mastery?
- 2) Does listening ability good to use of vocabulary mastery?
- 3) What method is that used appreciate which are comparative test appier listening ability method?

1.3 Problem Limitation

The research is firstly explaining Vocabulary mastery as a dependent variable, including the definition of Vocabulary mastery and the problem in Vocabulary mastery. Then, this research explains listening ability method as an independent variable. The research, however, focuses on the use of listening ability method in teaching vocabulary mastery.

1.4 Problem Statement

The research is an attempt to explain how the influence of listening ability method for teaching vocabulary mastery. The statements of the problem are formulated as follows:

1. Does there any between listening ability method and students' interest in teaching vocabulary mastery?
2. What is the relationship between vocabulary mastery and listening ability?
3. What are component of vocabulary mastery increased them the listening ability method?

1.5 The Objectives of the Research

The objectives of the research are :

1. To find out students of MTS Al Rahmah Walantaka
2. To indentify vocabulary mastery after listening ability at the third grade of MTS Al Rahmah Walantaka
3. To find out component of vocabulary mastery in listening ability method?

1.6 Benefit of the Study

The result of this study can contribute some benefits to students and teachers. Here are the benefits:

1. For Students

It can stimulate the students' interest in learning English since they will find out that vocabulary mastery comprehension is interesting material. Their interesting in English speaking skill will help master English well. Students also feel enjoy when they are learning vocabulary mastery and listening ability.

2. For Teachers

Teachers are going to get more knowledge about teaching vocabulary mastery using listening ability method and the result of the research can be used as a consideration to raise teachers' awareness in developing and applying the suitable method in their teaching and learning process will be more interesting.

3. The School

After conducting this research, it is expected that the school will be interested in conducting this research in his department. And this research can improve the teacher's quality. It can also be used as the reflection in order to gain the relationship between vocabulary mastery and listening ability.

1.7 Previous Study

There are so many research efforts to improve the vocabulary mastery.

1. Hana , in 2009 also try to improve the vocabulary mastery of the third grade of SMP Muhammadiyah

Bekong Mojolaban in the academic 2008/2009 by listening ability. The research on the treatment, and the teacher as the listener

2. Rokayah , tries to improve students' vocabulary mastery using listening ability technique at the second grade of Junior High School Daarul Mujtahidin Tangerang. It is essential to learn vocabulary in order to support the mastery of English skills.

1.8 Hypothesis

1. (H_a) : It means there is significant effect of the relationship between vocabulary mastery and listening ability
2. (H_0): It means there is no significant effect of the relationship between vocabulary mastery and listening ability.

1.9 The organization of writing

The result of study is reported in a research paper outline. This paper is systematically divided into five chapters. The following in short description about what each chapter contains.

First chapter provides an introduction to the study. It contains of the background of the research, the identification of the problem, the limitation of the problem, the statement of the problems, the objectives problems, and the benefit of the research, the pervious study, hypothesis, and the organization of writing.

Second chapter present the theoretical foundtion, it containsn of the definition of vocabulary, the important of vocabulary, teaching and learning vocabulary, problem in teaching and learning vocabulary, the strategist to teach vocabulary, assessing vocabulary, definition of listening ability, the procedure of teaching vocabulary using listening ability, the concept of teaching listening ability, the concept of the

Third chapter deals with the method of the research. It discusses the method, place and time of the research, population and sample, the research instrument, the technique of data, and the technique of data analyzing.

Fourth chapter is the result of study. It discusses about the description of data, analysis data, and hypothesis testing

Fifth chapter deals with the conclusion and the suggestion.