

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

English is an international language, is given to all people who take a part in the world to study and it is one of the most important things for human life, as a means of communication.<sup>1</sup> Furthermore, the role of English in modern world is not only a language for communication and interaction but also a language for science and technology. People can communicate with others in different country by English.

Therefore, Teaching English is important because English is one of foreign language in Indonesia. The four basic language skills in English learning are listening, speaking, reading and writing. In addition, vocabulary is one of the important aspects in learning English. It helps the students to get the other skill of language that speaking, listening, writing and reading.

Vocabulary has gained so much importance that it is now the most important component of learning any foreign language. Vocabulary is important because it carries the meaning. In this day and age, the value of vocabulary in learning a foreign language is approved and it is accepted as the most important element of language.<sup>2</sup> Based from this statement, the writer infers that vocabulary is not only a means but also something to be acquired.

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<sup>1</sup>Many Sinochiro and Michael Bonamo, *Teaching And Learning Foreign Language Learner: Guide For Teacher*, (New York: Regent pub. TEFL, 1973) 23.

<sup>2</sup> Baki Özen and Behbood Mohammadzadeh, "Teaching Vocabulary Through Reading Poetry in EFL Classroom", *International Online Journal of Primary Education*, Vol. I, No. I, (2012), 56.

The more learners master the vocabularies the better their performance in all aspects of English language will be. But it does not mean that the other components are ignored such as phonology and syntax. All of these aspects are learned together, they are attached one to another.

In other hand, teaching vocabulary is the first step to be taught before teaching other aspects of language. Vocabulary mastery is essential part of English as a foreign language. There is no doubt that vocabulary mastery plays an important role in the four language skills. It gives a contribution to the learners to perform or practice their skills better. Because of that reason, by mastering the vocabulary, they will be able to produce so many sentences easily either in spoken or written and to receive words in reading and listening.

In teaching vocabulary the teacher may find ways to attract student's attention. A teacher sometimes finds difficulties in selecting and choosing the appropriate materials to improve students' vocabularies. Based on this situation, students also have no interest in learning English, especially vocabulary, they feel learning English vocabulary is difficult. Usually the way of teaching for many teachers makes student lazy and bored. The teachers need some way to make the student interested.

Based what is above, the writer had an interest in conducting a research entitled **“Improving Students’ Vocabulary Mastery Through Reading Narrative Poem”** (an experimental research at the third grade of junior high school Al-Khairiyah Citangkil Cilegon).

## **B. Identification of The Problem**

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

1. Students have no interest in learning English
2. Students difficulties in memorize vocabulary
3. Teacher sometimes finds difficulties in selecting and choosing the appropriate materials to improve students' vocabularies.

## **C. Limitations of Problem**

Focusing in the topic of the study, the researcher limits and state the problem as follows:

1. The researcher focused on the improving student's vocabulary mastery through reading narrative poem.
2. The object of the research is the students of third grade of MTs Al-Khairiyah Citangkil.
3. The research methodology is used experimental research.

## **D. Statement of Problem**

1. How students' vocabulary at third grade of MTs Al-Khairiyah Citangkil?
2. Does reading narrative poem enrich students' vocabulary mastery?

### **E. The Aims of Study**

Based from statement of study above, the writer objectives are formulated as follows:

1. To investigate students' vocabulary mastery at third grade of MTs. Al-Khairiyah Citangkil.
2. To know the impact of reading narrative poem when it is applied in teaching vocabulary at third grade of MTs. Al-Khairiyah Citangkil.

### **F. The Benefit of Study**

This research is formulated as an effort of finding some uses. The uses of this research are:

1. Theoretically, the result of the research can be used as an input in English teaching learning process, and can be used as the reference for the other researcher who want to conduct a research in teaching English.
2. Practically,
  - a. For the writer
    1. After conducting this research, many experience are gotten The writer could know the teaching and learning process by reading narrative poem. And can contribute the researcher to help to find out the best method for teaching vocabulary.
    2. The writer has to active, creative, motivate, petient, welcome, and helpfull in teaching and learning english process, so the reearcher can handle the student in the classroom well.

b. For the students

1. This research can add the student participation in English learning.
2. The student should pay attention and listen carefully while the teacher explain about the material in order to support their vocabulary mastery.

c. For the English teacher

1. This research not only can give additional contribution to English teachers to develop language teaching technique, but also teachers are able to improve the quality of teaching learning process.

d. For the reader

The writer believe that this paper is far from being perfect, so the writer will accept good suggestion and constuctive criticism to make this paper perfect, the researcher also hopes that this paper will useful and contribute some valuable thing to the writer her self and all readers in general.

## **G. The Previous Study**

To prove the originality of this study, the writer uses the previous study related to reading a narrative poem or poetry from a journal or paper that:

1. The previous study that writer found on thesis entitled “The Use of Poetry to Teach English in Intermediate Level for EFL Students” by Ozal (Ondokuz Mayıs Universitesi 2006). The study conducted in order to

show the effects of the poetry-based instruction on the students' attitudes towards foreign language learning. According to the questionnaire results, it was concluded that poetry-based instruction created a positive effect on the students' attitude towards foreign language learning. It was proved that poetry-based instruction created an encouraging classroom environment with activities and materials, and this decreased the level of the students' anxiety.<sup>3</sup>

2. Kadioğlu in his thesis entitled "The use of poetry in ELT classes in the framework of learner-centered training method" investigated the effects of the poetry-oriented learner centered activities on the students' overall communicative abilities and the vocabulary repertoire of the students at elementary level. According to the results of this study, the study depicted that the poetry was an effective means of enhancing communicative abilities of the students at elementary level. And also, the use of poetry was contributive to the improvement of the communicative abilities and effective vocabulary learning of the students at elementary level for communication.<sup>4</sup>
3. The last previous study that writer found on journal entitled Teaching Vocabulary Through Reading Poetry in EFL Classroom by Baki Özen and Behbood Mohammadzadeh. This study discusses the effect of using

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<sup>3</sup> Dalga Özal, "The Use of Poetry to Teach English in Intermediate Level for EFL Students", (Samsun: Ondokuz Mayıs Üniversitesi, Sosyal Bilimler Enstitüsü, MA Thesis, 2006).

<sup>4</sup> Serap Kadioğlu, "The use of poetry in elt classes in the framework of learner-centered training method", (Hatay: Mustafa Kemal Üniversitesi, Sosyal Bilimler Enstitüsü, MA Thesis, 2005).

poetry-based vocabulary teaching activities on vocabulary development. Therefore, it aims to find out the deference between the experimental group who learn new vocabulary item through poetry-based vocabulary teaching activities and the control group who learn vocabulary item through traditional course-book activities. The result of this study show that both experimental and control group had lower vocabulary knowledge before the treatment. Meanwhile, after the treatment, best on the post test result the experimental group had more extensive vocabulary knowledge by means of poetry based vocabulary teaching activities.<sup>5</sup>

Based on previous study above, the writer establish poem in teaching English to improve and effective vocabulary learning. The differences from the previous study above between this study is they only focuses on investigated the effect of poem to English language, but this study more specific to improve vocabulary mastery. And the title is “Improving Students’ Vocabulary Mastery Though Reading Narrative Poem” (an experimental research at second grade student in MTs Al-Khairiyah Lambangsari-Bojonegara).

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<sup>5</sup> Baki Özen and Behbood Mohammadzadeh, “Teaching Vocabulary Though Reading Poetry in EFL Classroom”, *International Online Journal of Primary Education*, Vol. I, No. I, (2012), 56

## **H. Writing Organization**

In order to make the easy to follow, the writer organizes it as follow:

**Chapter I is Introduction.** In this chapter contain of background of study, statement of the problem, the aims of the study, the significant of the research and writing organization.

**Chapter II is Theoretical Frameworks.** In this chapter consist of the theorist from some experts who have conducted the research related to this research.

**Chapter III is Research Methodology.** Which consist of place and time research, population and sample, the research instruments, technique of collecting data, and the technique of analyzing data.

**Chapter IV The result and Discussion.** Which consist description of data.

**Chapter V Conclusion and Suggestion.** Which consist of conclusion and suggestion.