

## CHAPTER I

### INTRODUCTION

#### A. Research Background

Vocabulary is important aspect in learning a foreign language. Without vocabulary, students will get trouble in their speaking, reading, listening, and writing. However teaching vocabulary is not easy as well, because students sometimes feel bored to memorize the word and not understand when the students learning vocabulary or to respond question given by their teachers. It may be happened since English that is not used in daily conversation at school. Some students in rural school or students in sub district when they still in elementary school they did not learn English subject. They just got English subject when they in junior high school. So when they in junior high school lack in vocabulary.

The most important role of classroom teaching is to facilitate the students to learn and make the students understand the lesson clearly and easily. The teaching itself is difficult, because of some reason such as : lack of facilities, lack of sources to teach, lack of teaching media used by the teacher, students seems difficult in learning English, they have very poor vocabulary, the teacher did not used variative teaching strategies.

Based on the pre-observation in MA ( Madrasah Aliyah ) Mandor especially in ten grades of Class A, the activity in teaching vocabulary is that the teacher does just write down the words on blackboard and then asked the students to memorize them. In this way, the students get bored when learning

new vocabulary. The researcher also found another fact in this class, many students can not answer the question from the teacher with some reasons such as the students don't know pronunciation, spelling and word usage well. So the students' Vocabulary achievement low and unsatisfied when the teacher gave the test. The researcher also figure out that although there are not many various resources of material used. This lack of material made the students lazy in studying vocabulary. More over, the researcher found that the students have less motivation in learning vocabulary because the teacher only ask them to write down the words from the blackboard and then asked the students to translate it. This activity continuously happened, so the students feel bored when they learn English especially vocabulary.

This research is aimed at improving the students' vocabulary mastery by using authentic materials to teach English vocabulary, this tends to deliver a big influence in improving the students' vocabulary mastery. In line to this statement, there are some researchers who have conducted the research. Bacon and Finneman (1990) the current research reveals that students have positive attitudes learning vocabulary for comprehension through authentic materials.

Authentic materials is significant since it increases students' motivation for learning, makes the learner be exposed to the 'real' languagee. Authentic materials as printed materials, which are used in classrooms in the same way they would be used in real life. In other words, Stubbs (1996) defines authentic texts as "actual, attested, and such that they have real authentic instances of use."

Many teachers used authentic materials such as magazine, newspapers and advertisements, written notes and messages for vocabulary acquisition.

In this research, the researcher wanted to create an enjoyable teaching activity which made the students to be more active during the teaching and learning process. As the result, the students would be able to comprehend the material given by teacher especially in learning vocabulary. In this way, the students could improve their vocabulary.

### **B. Research Question**

In this study, based on the discussion above, the researcher formulates this research problem in the question form, as follow:

How well does the authentic material improve students' vocabulary at MA Mandor especially in Class A in academic year 2015/2016?

### **C. Research Purpose**

In order to answer the research question above, the research purpose can be restricted as follow:

To find out how well the authentic materials improve the students' Vocabulary of MA Mandor Class A in Academic year 2015/2016.

### **D. Action Hypothesis**

Hypothesis is about statement a research that could be true or wrong. Hypothesis in this research is authentic materials can improve the students' vocabulary mastery.

### **E. Significant of Study**

On basis of the objective above, the significance of the study can be stated as follows:

#### 1. For the students

Teaching vocabulary by using authentic materials can improve the students in order to be more interested in learning vocabulary especially to the Tenth Grade Students of MA Mandor in Academic year 2015/2016.

#### 2. For the teacher

This study can help the teacher to solve the problems in teaching vocabulary to the Tenth Grade Students. By this study, the teacher hope can apply the authentic materials in their teaching and learning process.

#### 3. For other researcher, the researcher hopes that the result of the research can be used as reference for those who want to conduct a research in teaching English.

### **F. Scope of Research**

To conduct a research, the researcher should be better need the scope of this research. There are two parts in scope of research. As explains below:

#### 1. **Research Variable**

Variable is one aspect in research that could be as the subject or as the object from the research which is required to be observed, discussed and answered. According to Neville (2005:37) “The term variable refers to a property where by the members of a group being studied differ from one another. Labels or numbers may be used to describe the way in which one

member of a group is the same or different from another.” In this research, the researcher uses single variable to be studied. The single variable of this research is improving the students’ vocabulary by using authentic materials.

## 2. Terminology

To clarify the terms and avoid misunderstanding, in this research, it is necessary to the researcher provides explanation as follows:

- a. Authentic Materials are real materials as carrier of information. In this research, the researcher used authentic materials as techniques in teaching vocabulary mastery.
- b. To the Tenth Grade Students of (Madrasah Aliyah) Mandor consist of the students which have problem in vocabulary mastery. The students not know how to spelling, pronunciation and word usage. In this class the students have also less motivation in learning vocabulary.