

CHAPTER I

INTRODUCTION

In this chapter, the writer provides the introduction of the paper which includes background of the study, research question, the objectives of the study, scope of the study, significances of the study, definition of key terms, and the organization of the research paper.

A. Background of the Research

Learning English is very important for us, because it makes us easy to communicate with the people in the entire world. In Indonesia, English subject becomes a foreign languages learning starting from beginner levels until intermediate levels of formal school. One of elements on teaching and learning English is vocabulary. It is supported by Richard and Rodgers (2001: 17), Vocabulary is one of the important elements of language proficiency that becomes the basis of how well learners speak, write, listen and read. Therefore, vocabulary represents one of most important skills necessary for teaching and learning a foreign language. It is the basis for the development of all the other skills: reading comprehension, listening comprehension, speaking, writing, spelling and pronunciation.

According to Hornby (1987) vocabulary is the total number of words which make up language. Thus, language is arranged by so many words and phrase. Rasinski and Rupley (2019) add that vocabulary is knowledge of word meaning. It means that vocabulary has meaning that has to be learnt. In addition to knowing English words and their meanings, one must know also how the words work

together in English sentences. It concludes that in teaching vocabulary is not only to give the meaning of the word also to teach how the word works in sentence, because there are many words that have multiple meanings.

Meanwhile, the fact showed that Indonesian students prefer to use their first language in daily activities because they have difficulties on mastering vocabulary. These factors have been investigated by Rohmatillah (2014) there are: (1) the written form is different from the spoken form in English, (2) The number of words that students need to learn is exceedingly large, (3) the limitations of sources of information about words, (4) The complexity of word knowledge. Knowing a words involves much more than knowing its dictionary definition, (5) causes of lack of understanding of grammatical of the words, (6) the incorrect pronunciation is often caused by the lack of sound similarity between English and the students' native language.

Rohmatillah (2014) classified the kinds of difficulties faced by the students which are: (1) almost all of the students have difficulties in pronouncing the words, (2) how to write and spell, (3) the different grammatical form of a word known as inflections was one of causes of students' difficulties in learning vocabulary. In addition, (4) the students find difficulties in choosing the appropriate meaning of the words and (5) also they are still confused in using the word based on the context. The last, (6) the students are also still confused when they found words or expression that were idiomatic. To solve these problems, English teachers have to provide and developing a practical technique in teaching vocabulary. A study conducted by Sandy (2011) suggested that

teachers have to use various techniques in teaching vocabulary to make the students more active in a teaching learning process.

In this study, the writer tries to use discovery learning method in order to solve those problems and also to enrich students' vocabulary mastery. According to Thorsett (2002: 1) discovery learning is a learning situation in which the principal content of what is to be learned is not given, but must be independently discovered by the students, making students as the active participants in learning process. Therefore, the writer assumes that by using discovery learning method the student might more active in learning vocabulary because they can explore and discovering many of words and its meanings independently.

In order to make the teaching and learning process on teaching vocabulary more interested, the writer tries to use English short story as learning media. Short stories are the most suitable literary genre to use in English teaching due to its shortness. It is supported by Collie and Slater (1991: 196) when they list four advantages of using short stories for language teachers. First, short stories are practical as their length is long enough to cover entirely in one or two class sessions. Second, short stories are not complicated for students to work with on their own. Third, short stories have a variety of choice for different interests and tastes. Finally, short stories can be used with all levels (beginner to advance), all ages (young learners to adults) and all classes.

B. Research Questions

1. How is the implementation of vocabulary teaching materials that were used in eight grade students of junior high school?

2. How are the development plans of vocabulary teaching materials using discovery learning method with short story as learning media?
3. How is the vocabulary teaching materials feasibility using discovery learning with short story as learning media?

C. Objectives of the Research

1. To describe the implementation of vocabulary teaching materials that were used by a teacher in eight grade students of junior high school.
2. To describe the development plans of vocabulary teaching materials using discovery learning method with short story as learning media.
3. To describe vocabulary teaching materials feasibility using discovery learning with short story as learning media.

D. Scope of the Research

The focus on this study are getting information about teaching materials that was used by a teacher who teaching eight grade students, and also getting information from two previous studies that related with this study. After getting information needed, the writer designing the teaching materials development on teaching vocabulary by using discovery learning assisted with English short story as learning media. Then, it will be tested for the feasibility of teaching materials development by experts' judgments through feasibility test which consists of (a) material or content; (b) presentation of material; (c) the suitability of the material with the characteristics of students; (d) legibility; and (e) language.

E. Significances of the Research

There are some significances of the research for pedagogically, theoretically and practically, namely:

1. Pedagogically

The result of this research can be used as new insight about interactive teaching method for teacher in developing language teaching, especially for teaching vocabulary using discovery learning assisted with English short story as learning media.

2. Theoretically

This study has the significance to know whether the use of discovery learning assisted with English short story feasible for teaching vocabulary. Also the method and learning media which is used in the research process can be used as the reference for the teacher to teach English in the classroom.

3. Practically

a) For Student

To motivate students that learning English is fun and can encourage them to be more active and excited on learn English. Also helping students to enrich their vocabulary mastery.

b) For Teacher

As one of learning strategy that can be used on teaching writing either teaching vocabulary.

c) For Other Researcher

It can develop the knowledge about learning strategy or teaching method in teaching English and give many experiences with conducting the study. Also this study can be used as a guide for conducted the study which use discovery learning method and English short story.

F. Definiton of the Key Terms

1. Vocabulary

Rasinski and Rupley (2019) stated that vocabulary is knowledge of word meaning. It means that vocabulary has meaning that has to be learnt. In this study, the writer focused on developing the teaching materials for teaching vocabulary with using discover learning method that assisted with English short story.

2. Discovery Learning Method

According to Thorsett (2002: 1) discovery learning is a learning situation in which the principal content of what is to be learned is not given, but must be independently discovered by the students, making students as the active participants in learning process. Therefore, the writer assumes that by using discovery learning method the student might more active in learning vocabulary because they can explore and discovering many of words and its meanings independently.

3. Short Story

Short story is a work of fiction which is usually written in prose and narrative format. In this study, the writer tries to use English short story in order to enrich students' vocabulary mastery.

G. Organization of The Research

The paper is organized into five chapters as follows:

Chapter 1: Introduction

This chapter contains: the background of the study, research question, objective of the study, scope of the research, significances of the research, and definition of key terms.

Chapter II: Literature Review

This chapter contains: underlying theories which serve a basic for investigating the problem of the study and previous study.

Chapter III: Research Methodology

This chapter provides: methodology of the study, population and sample, instrument, research procedure and data analysis.

Chapter IV: Result and Discussion

This chapter contains: the result and discussion of the data analysis.

Chapter V: Conclusion and Suggestion

This chapter contains: interpretation of the result, the conclusion and the suggestion of the study.