

# CHAPTER I

## INTRODUCTION

### 1.1 Background of The Study

English is a communication tool where people can communicate with each other using language, bringing ideas, opinions, mind, and feelings. English is the first foreign language in Indonesia that is used to gain knowledge, technology, arts, culture, and build international relations. (Adi Abdul Somad & Irawan, 2017)

This is what underlies the English language taught from elementary to university level. Language learning objectives as stated. That language consists of four aspects, namely, listening, speaking, reading, and writing skills.(Jayanti, 2017). The development of these four skills will make it easier to meet the goals and benchmarks outlined in each English learning resource currently available. The four facets of linguistic proficiency must be complemented by strong vocabulary control. Mastery of vocabulary well will make people understand what is heard, read, written and what is said by others.

As said by Tarigan (2015: 2)the quality of one's skills depends on the quantity and quality of vocabulary demanded. The richer the vocabulary we have, the greater the possibility we are proficient in language. Mastery of English vocabulary is an inherent ability someone to be able to explore and understand about a word contained in English and become the basis for communication that everyone knows people both orally and in writing, so that it can give meaning when use that language. The English vocabulary that students need to learn is estimated to be approximately 500 words, for class VII students there are 13 subject units that study approximately 130 words. This can be the basis for the author to test students, namely the mastery of 200 words of vocabulary in using this research technique.

Along with the advancement of science and technology in this increasingly globalized era, it is undeniable that the ability to speak foreign languages, especially English is very important. However, not a few students whose learning

achievement in English is not adequate. The low mastery of students' vocabulary in English is generally influenced by various factor, including: lack of knowledge of students about vocabulary or vocabulary, not using interesting English vocabulary learning media for students, and not applying the right learning model.

Based on the observations of the research experience in PPL 2021 teaching in class VII MTS, of 21 students, 20 students mastered 130 vocabulary correctly, the rest still did not master the vocabulary. In this study the reason students still have difficulty memorizing vocabulary, understanding the knowledge of sentence meaning, the use of words in sentences, and a lack of desire in learning. In reality, many teachers use a repetitive method to teach students remember vocabulary. They address the class in a formal manner, explain the content, and provide tasks like translating English to Indonesian using only a dictionary.

Therefore, students become bored in the learning process. Skills in expressing ideas or ideas in English, both spoken and written, are greatly influenced by the amount of vocabulary that has been known and understood about various things as well as knowledge of English Grammar.(Nevid, JS, Rathus, SA, 2005)

The success of a learning process can be seen from the increase in student learning outcomes. In the learning process activities, teachers are required to have creativity in delivering material in order to create fun learning activities for students, one of which is by presenting appropriate and interesting learning.

In the context of teaching, Media Anecdote text can be interpreted as a general pattern of teacher student actions in learning achievement. Teaching and learning anecdote text is a way that is arranged so that the learning process goes well so that the learning objectives succeed effectively and efficiently

Realizing the importance of the role of anecdote text in carrying out the learning process, a teacher must really understand the events that occur in the learning process environment itself so that an atmosphere and efficient learning outcomes will be created.

In this case the researcher tried to use the Anecdote text Learning. Anecdotes are short stories that contain humor. Humor is the humorous quality of someone who is laughable and entertaining. Humor can also be interpreted as an ability to accept, enjoy and display something funny, odd or funny that is entertaining. While a short story anecdote humor is a short story or anecdote that contains humor. (Darmansyah, 2012)

Humor can make learning interesting, because of the pleasant interactions between teachers and students. Lessons have different characteristics. Unattractive subjects will reduce student motivation. According to Darmansyah (2012) mentions in his study related to library learning, found that humor is the best way to make boring subject matter more interesting for students and teachers. Of course, in interesting lessons will produce results and interest in learning becomes better concentration of attention, pleasure, and high motivation are needed in reading.

Teachers can train students to get used to focusing their attention by providing readings that interest them. From the above opinion, it can be concluded that a teacher should try to motivate his students. Students who have high motivation to read will have a high interest in reading activities. With this anecdotal learning techniques that will be applied in research, it is hoped that it will increase students' interest in memorizing by enjoying fun learning.

Based on the problem above, the teacher uses a techniques that does not make students improve in terms of vocabulary mastery. Researchers are interested in conducting research with the title "The Effect of Using Anecdote Text on Students Vocabulary Mastery at MTS PERTI In Academic Year 2021/2022

## **1.2 Limitation of The Study**

So that this research is more focused on the target to be aimed at, the limitations of this research problem are as follows:

Students difficulties in understanding English are due to lack of vocabulary knowledge. The method of influence of anecdotal text on vocabulary mastery referred to in the researcher is to provide a funny story given by the English teacher to students to understand the meaning in the text and to find out whether there is an influence of anecdote text in vocabulary mastery.

## **1.3 Formulation of The Study**

Based on the background problems above, the formulation of the problem that can be taken in this study is: Is there any significant effect of using Anecdote Text on Students MTS PERTI LABUHAN BATU SELATAN vocabulary mastery?

## **1.4 The Objectives of The Research**

From the formulation of the problem above, therefore the research objective is to find out whether there is an effect of anecdote techniques on the vocabulary mastery of class VII students in English education subjects.

## **1.5 Significances of The Study**

### **1.5.1 Theoretically**

This research is expected to be a medium for applying various theories that have been studied, so that this research is useful in developing understanding and reasoning about vocabulary mastery through anecdotal text.

### **1.5.2 Practically**

Researcher hope this result of research is will be useful for some aspects as the following:

#### **1.5.2.1 For Teachers**

The results of this study are expected to benefit the educators understanding of how to teach English vocabulary to pupils and how to address students' memory problems with vocabulary or words in MTS PERTI.

#### **1.5.2.2 For Students**

help Because the teacher employs effective teaching strategies, it is anticipated that this research will motivate students to master English classes, help them feel at ease and enjoy learning English, and them resolve any issues they may have with comprehending the meaning of words in sentences. Students can so communicate using the words they have learnt.

#### **1.5.2.3 For Further Researchers**

This research is expected to provide further new knowledge to conduct better research on teaching and learning, to solve students' vocabulary problems, and also teachers who have similar problems with research.