

CHAPTER I

INTRODUCTION

A. Background of Study

Teaching English as a foreign language is not the same as teaching local languages. It is known that English is different from Indonesian in vocabulary, phonology, and structural systems. They have a big influence on Indonesian students in learning English. Developing students' interest in learning vocabulary has always been one of the main challenges for teachers. In addition, to assist students in mastering English, many teachers have used different methods for the same purpose, to understand, to learn and remember vocabulary more easily. In Indonesia, a technique commonly used to deal with this problem is to provide a list of words added to their definitions or allow students to consult a bilingual dictionary or The teacher mentions the definition of each word of this word.

There are some factors that make the student's vocabulary low. They come from internal and external factors. Internal means factors from within students themselves such as motivation, interest, intelligence, etc. External are factors from outside students that influence their learning processes such as the environment of friends, learning materials, and teacher performance including teaching methods. Having a lot of vocabulary can help us express our ideas properly in communication. Vocabulary knowledge enables the use of language, increasing vocabulary knowledge.

Mastering vocabulary is not easy, but other aspects of the language highly considered like; sound, and structure. Vocabulary is one of the important elements in a language. Students cannot know the vocabulary well if they do not master it. No matter how hard they learn grammar, how successful it is the voice of a foreign language is mastered, without having a lot of vocabulary it will be difficult in expressing language.

Vocabulary is one of the components in English that be an important role in the know when someone is mastery of each other Another aspect should teacher know is to be creative and patient in finding, choosing, and simplifying the materials which make the students master the vocabulary.

Based on the result of an interview at pre-survey with the English teacher, the researcher found that the graduation or completeness standard agreed by the school was 75 minimum completeness criteria (KKM). MTs Riyadlatul Ulum stated that students complete if they get a grade of > 75 and it is incomplete if they get a value of <75. This score is the KKM that is generally applied by most schools in Indonesia in all subjects.

Table 1.1 Pre Survey Data Vocabulary mastery Among the Eight Grade of MTs Riyadlatul'ulum

No	Category	Score	Students Frequency	Percentage
1	High	80 – 100	4	9%
2	Average	65 – 79	14	32%
3	Low	10 – 64	26	59%
Total			44	100%

Sources: The teacher's MTs Riyadlatul'Ulum

Based on the table above, in high category, students who get range score 80 to 100 are 4, with the percentages 9 percent. While in middle category, students who get score 75 to 79 are 14, with the percentages 32 percent. The last category is low. Students who get range score under 65 are 26, with the percentages 59 percent. In fact, the completeness standard (KKM) of English is 75. So, the researcher concludes that the most of total number from the two categories on the table above is low category.

The students still have limited vocabulary mastery. Having different development, some of the students have high motivation and develop rapidly, some others have low motivation and develop slowly to learn. To increase the students' motivation especially for young learners in learning vocabulary, the teacher should choose a good method. As a result of playing used method, the students are highly motivated by the variations of media that are used by the teacher. One of the method that can be used in teaching vocabulary is direct method. According to Richards & Rodgers (2003) revealed that this method aims to direct students in communicating using the target language they learn starting from the initial level of learning. This method is the way people learn their first.

Students are not allowed to use their native language in the language class, the Direct Method is also called the Natural Method.

The direct method has one very basic rule. No translation is allowed. In fact, the direct method receives its name from the fact that meaning is to be conveyed directly with the target language through the use of demonstration and visual aids, with no recourse to the students' native language.

By using this method, the teacher does not have to translate every single unfamiliar word. Through Direct method, the students will be more active in developing vocabulary, because they will not depend on their teacher. Based on the discussion, the writer wants to know whether there are some differences in student's vocabulary achievement if they learn vocabulary through direct method.

From the description above, the researcher wants to try this research entitled "The Effect of Direct Methods Towards Vocabulary Mastery At MTs Riyadlatul'ulum In Academic Year 2019-2020" in improving students' English achievement, especially on vocabulary achievement. The direct method is not new, the principles have been applied by language teacher for years. Recently, it was revived as a method when the purpose of teaching becomes learning how to use a foreign language for one direct method and vocabulary

B. problem Identification

Based on the background above, the problem can be identified as follows:

1. The students also still have a limited vocabulary mastery.
2. The students have low motivation in learning English The method is less interesting and difficult to accept by students.
3. The students still have difficulty in learning vocabulary.
4. The students were bored with the monotonous teaching and learning activity.

C. Problem Limitation

Based on the identification of the problem, the researcher limited the problem to students who still lacked vocabulary mastery, in this problem, the researcher chose the title "The effect direct method towards vocabulary mastery in eighth-grade MTs Riyadlatul'ulum".

D. Problem Formulation

Based on background of the study, the problems are formulated as follow:

1. Is there any effect of using Direct Method Towards Vocabulary mastery for eighth grade MTs Riyadlatul'ulum?
2. Is there any significant difference effect of students' in vocabulary mastery after being taught by using Direct Method Towards Vocabulary mastery .

E. Research Objectives

In line with the problem statements above, the objective of the study are as follows:

1. The purpose of this study was to determine whether there was a positive effect direct method towards vocabulary mastery method among eighth grade students of MTS Riyadlatul'Ulum?
2. To find out significant difference the effect of direct method in learning English Vocabulary mastery at the eight grade of MTs Riyadlatul'ulum.

F. Research Benefit

The result of this research is hoped be useful for:

1. The Students

As a trigger to improve the understanding of the concept and understanding of students as well as the procedure can be used as a means of developing and supporting other hidden intelligence.

2. The English Teacher

As another alternative to assist in the improvement of students vocabulary as well as the learning process approach.

3. The Future Research

The researcher is that this research is not perfect yet, so the researcher hopes that the other researcher can develop this research to be better.