

CHAPTER 1

INTRODUCTION

This chapter presents background of the research, problem of the research, objective of the research, operational definition of the terms, significance of the research and scope of the research.

1.1 Background of The Research

English is very important in millennial era especially in Indonesia. The society uses English and Indonesian language to communicate each other and they mix both of them. English becomes the main subject for students in Indonesia, especially in formal education and it has been taught from elementary school up to university level. English has four skills those are Listening, Reading, Writing and Speaking. To improve all of the skills, we must have ability in vocabulary. Every parts of skill will relate with vocabulary. Vocabulary is a key in communication. Many people get misunderstanding with each other because they do not really understand about the meaning of word. So, vocabulary is important to our live in all of activities especially in communication.

According Hiebert and Kamil (2005:3) vocabulary is the knowledge of meanings of words. It means that vocabulary is a set of words has meaning. Every sentence that we say or write will contain a group of words. It makes the sentence has a meaning. It shows that vocabulary comes to forms that we call them as productive and receptive vocabulary. Thornbury (2002: 14) states that vocabulary means a large collection of items. He adds that learning vocabulary is important

because it enriches someone's knowledge of words. This statement makes stronger that vocabulary really has an impact to our life. If we have a wrong understanding, it will make miscommunication. Richard and Renandya (2002: 255) say that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. In reading, we will have difficulty in understanding the text if we do not know the meaning of the words in the text. Similarly in speaking, we cannot speak fluently if we have little vocabulary. In addition, vocabulary is very important in writing. A good writer has a good vocabulary because it is essential for clarity and accuracy. And in listening, students can understand what the speakers say.

According to the English teacher in SMPN 1 Kalibaru, the problems of the teaching learning process in the class were mentality, crowded and boring situation, applying the same game, school holder, teacher competence, student's competence and school competence. The mentality means that stakeholder of the school and the government. The Indonesian educator perception was the students as an object but in a fact student was as subject. In K-13 students should be active in communication which means the teacher must focus on oral test. Many teachers had wrong consideration about applying the curriculum. They still used theory or give a task with some papers. If we always did same games, students would get bored and the school competence would not be running well. Many materials would be left behind. The teacher competence, school competence and student competence were about stability to each other. If they worked together in good situation, the learning process would be successful to achieve the target. According to the observation in SMPN 1 Kalibaru, the score of the students were in the middle

level. In eight grades had eight classes but researcher could not get permission to use all classes to give a test. Researcher had 4 classes to get test. The aim of test was to select the class to be result class. The researcher analyzed the classes from task and examination the classes that had high level were VIII A until B, the low level in VIII C, and VIII D was in the middle level. High level around 60 to 85, middle level 40 to 80 and the low level around 40 to 75. Additionally, the researcher gave a test to support the score from English teacher. The result of the test shows that classes C got score around 40 to 73. Therefore, class that should be solved its problem was VIII C because the score of students did not really increase.

One of the methods that can help to improve vocabulary mastery is Choral Reading method. In this research, the Choral Reading strategy is applied in teaching vocabulary mastery. According to Bane (1954:4) 'recently progressive teachers have modified choral speaking as program material into choral reading as a classroom activity.' The choral reading can solve the problems of the rural school in small classes (Bane, 1954: 6). Additionally, Catherine (2012:64) said that choral reading strategy engages students in group-assisted and repeated reading. The purpose of the strategy is to provide a practice on reading text with fluency. 'Choral reading is supported by Scientific Evidence because it includes repeated reading of the text' (National Institute of Child Health and Human Development, 2000, Catherine M, 2012:64-65).

The student will be interested to learn English because they have new way to know and understand the meaning of words or usually we can call it as vocabulary. The teachers must aware to the following steps of the choral reading such as: Selecting the text, preparing the text and introducing the activity,

modelling the text, monitoring repeated reading and conducting the choral reading.

The differences this research with the others is the object of the research. Many researcher uses Choral Reading method in reading aloud, fluency and poem and the researcher applies choral reading method in teaching vocabulary.

Choral reading is one way that issuitable to improve vocabulary mastery. This paper is very useful to the readers, another researchers, and teachers who want to know deeper about how choral reading can improve the students' vocabulary mastery and students' activeness in VIII C students of SMPN 1 Kalibaru in 2018/2019 Academic year.”

1.2 Problem of The Research

Based on the background above, the problems to be answered in this research was formulated as:

1. How can Choral reading method improve the students' vocabulary mastery of the eight grade students of SMPN 1 Kalibaru in the 2018/2019 academic year?
2. How can Choral reading method improve the students' activeness in participating the class of the eight grade students of SMPN 1 Kalibaru in the 2018/2019 academic year?

1.3 The Objective of The Research

The objectives of the research referring to the research problem above are:

1. To improve students' vocabulary mastery of VIII C Class SMPN 1 Kalibaru, Banyuwangi in the 2018/2019 academic year by using choral reading.
2. To improve students' active participation in the class of VIII C grade students of SMPN 1 Kalibaru, Banyuwangi in the 2018/2019 academic year.

1.4 Operational Definition of The Research

The operational definition guides the reader to understand the concept of the research. It enables the researcher and the readers to get mutual understanding of the concept studied. It is necessary to define operationally choral reading method and vocabulary mastery.

1.4.1 Choral Reading

Choral reading is one of strategies in teaching and learning English. Choral reading is usually applied in teaching speaking, listening, vocabulary mastery and reading aloud. In this research the choral reading focus on vocabulary mastery. The steps of Choral reading are selecting the text that is used, preparing the text and introducing the activity, modeling reading, monitoring repeated reading and conducting choral reading text.

1.4.2 Vocabulary Mastery

Vocabulary mastery is comprehension of part of the language that contains about words or a set of words that become a foundation in understanding the meaning of language and communication. In this research, it focuses on noun and

verb. Noun is refers to things, person, animal, place, quality, idea or action. Verb is words that express an action.

1.5 The Significances of the Research

The result of the research is expected to give the following benefits:

1.5.1 General readers

The result of the research can be beneficial for general readers as knowledge about teaching in English especially in vocabulary mastery.

1.5.2 Teachers

The result of the research can be beneficial reference for teachers as a consideration in teaching English that focus on vocabulary mastery in classroom.

1.5.3 EFL students

The result of the research can be beneficial reference for students in learning English, especially using choral reading method.

1.5.4 Other researchers

The result of the research can be beneficial reference for other researchers who want to observe on how to improve student's vocabulary mastery by using choral reading method.

1.6 Scope of the Research

This research focuses on the use of choral reading method to improve vocabulary mastery. The subjects of the research are 32 students of the first semester in SMPN 1 Kalibaru - Banyuwangi in the 2018/2019 academic year.