# CHAPTER I
INTRODUCTION

A. Background of The Study

Language is very important to express something and to communicate with other. In Indonesia, English is the first foreign language which is taught in the schools since English has become an international language and used by most communities in the world.

Every social group has different language, for example, a group of people who were born and live in England, speak English as their native language, and the group of people who were born and live in Indonesia, speak Indonesian. As Allah says in A Holy Qur'an surah Ar-room: 22
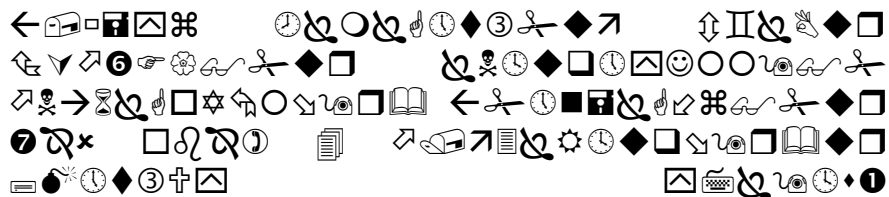
(الروم : ٢٢)

"And of His signs are the creation of the heavens and the earth, and the diversity of your tongues and colors: surely there are signs in this for all mankind".[1]

English as an international language used as a tool for communication in daily life and in academic, functioned as a first, second or foreign language. In Indonesia, English is a foreign language and formally it is taught in school from elementary school until university.

English is one of the compulsory subjects in Junior and Senior High Schools. Moreover, it has become an obligatory subject and as one of the subjects examined in the national examination (*ujian nasional*). It does not just play a role in students' learning process, but also has an important role in modernization as an international language. Many people who

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[1] Mahmud Y. Zayid, *The Qur'an*, (Beirut Libanon: Dar Al-Choura , 1980), p. 297.

cannot speak English take English course for their profession demands. This is a sign that English has been an important language in pursuing a better career. According to Hammer that English has become a Lingua franca, although it is not the language with the largest number of native speakers.[2]

In the learning process, one of the important parts in creating and understanding the language is vocabulary mastery. People cannot express their opinion and ideas in English without knowing its vocabulary. Low vocabulary also makes them unable to express their opinions properly.

In fact, many people cannot do without English in their business. They have to be able to communicate with others for their profession demand. With communication, people exchange useful information in life. Harmer states that a great deal of academic discourse around the world takes place in English. It is often a lingua franca of conferences, for example, and many journal articles in fields diverse as astrophysics and zoology have English as a kind of default language.

Therefore, developing vocabularies makes people able to create their language skills. They can choose appropriate words in spoken or written language. Langan states that a good vocabulary is a vital part of effective language communication. A command of many words will make you a better writer, speaker, listener, and reader. In contrast, a poor vocabulary seriously slows your reading speed and limits your comprehension.[3]

In our country, Indonesia, English does not involve as one of the compulsory subjects at Elementary School that causes some students blind about English. The lesson has just been implemented at Elementary School recently. This case makes students at Junior High School think that English is something difficult to be learned.

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[2] Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 2001), p. 1.
[3] John Langan, *Reading and Study Skills,* (New York: Mc Graw Hill Book Company, 1986), 3rd Ed., p. 80.

According to Finoechiaro, teacher should need methods and techniques of teaching English as a second language to develop certain knowledge, skills, and insight.[4] In this case, teacher should be able to create learning atmosphere fun and interesting. Actually, teachers do not refuse to do the appropriate method in teaching English for students in order to get the goal of teaching process.

There are many factors that make the students' vocabulary low. They come from internal factors and external ones. The internal factors mean factors which are from inside of the students themselves such as motivation, interest, intelligence, etc. And the external factors mean factors which are from outside of students that affect their learning process such as economic background, learning materials, and teachers' performance including their teaching methods.

Teaching learning process should be varied to make students feel fun during the process. In language learning they need more than instruction and command from their teacher. This is a challenge for the teacher to be able to motivate the students to pay attention. There are many methods to make them attracted to follow the lesson. Alexander states that one of the most effective ways to develop vocabulary is to read widely in varied, suitable, and interesting materials.[5]

The characteristic of students of SMPN 23 Semarang are different. Some of students are interested in studying English and other students are still confused and difficult to understand English, because of limited vocabulary they have. Their educational and family background are also different. Some of them take English course outside of school to improve their English. Some of them do not take the course because of financial

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[4] Mary Finoechiaro, *Teaching English as Second Language: from Theory to Practice*, (New York: Regent Publishing Company, 1974), p. 73.

[5] Alexander, J.E., *Teaching Reading,* (Boston: Scott, Foresman and Company, 1998), 3rd Ed., p. 138.

limitation. How can they master such four skills as listening, reading, speaking, and writing with limited vocabulary of verb, noun, adjective, etc.

Based on preliminary research on Monday, August 16th 2010, Mrs. Ratinah Asmantika, S. Pd., the English teacher of eighth grade of SMPN 23 Semarang, said that the students' interest and ability toward English subject were low because they thought that English is very difficult because of limited vocabulary they had for example students still confused about past form in changing from infinitive or verb 1. It might be caused of some possibility reasons, such as the less facility or method supported in English lesson for example there is no interested technique or media in teaching learning process. So, the writer hopes that by using fairy tales as media for teaching vocabulary, students will be more motivated, relaxed and interested in learning English. So, they can develop their vocabulary power on past form.

B. Definition of Key Term

Some key terms of this study are as follows:

1. Fairy Tales

   Fairy tales are a fictional story that may feature folkloric characters such as fairies, goblins, elves, trolls, giants, gnomes, and talking animals, and usually enchantments, often involving a far-fetched sequence of events.[6]

2. Develop

   According to Oxford Dictionary that "develop is become or make something larger, more advanced, stronger, etc."[7]

3. Vocabulary

   According to the Oxford English Dictionary, vocabulary is: "(1) All the words that a person knows or uses, (2) All the words in a

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[6] http://en.wikipedia.org/wiki/Fairy_tale. Retrieved on Monday, December 21st, at 1.30 p.m. 2009.
[7] Oxford University, *Oxford Learners Pocket Dictionary New Edition,* (New York: Oxford University Press, 2005), p.118.

language, (3) List of words with their meaning, especially in a book for learning a foreign language:[8]

Mc Charty and O'Dell explain that English vocabulary has a remarkable range, flexibility and adaptability. It seems to have far more words in the core vocabulary than other language.[9] Meanwhile, Kern added that vocabulary involve multidimensional knowledge of words. Although students must certainly learn basic word meaning, they must also learn how those basic meaning are contingent.[10]

4. Power

Based on Oxford Dictionary, that "power is particular ability of the body or mind."[11] And other definition, "power is specific ability or faculty."[12] So, power is used to measure the strength of students' vocabulary.

5. Past form

Past form is kind of verb that indicates an action in the past.[13] It is also called by preterite, verb II, and simple past verb. And it is used in simple past tense specially. Moreover, simple past tense is one of language feature or generic structure in narrative text and fairy tales is one example of narrative text. So, it is necessary that past form as component of narrative text is taught at eighth grade of junior high school based on the syllabus of SMPN 23 Semarang as implementation of 2006 curriculum.

From the definition above, the writer uses the fairy tales as teaching media to make students' vocabulary power especially past form

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[8] Oxford University, *Oxford Learners' Pocket Dictionary*, (New York: Oxford University Press, 2004), p. 482.

[9] Mc Charty, *Vocabulary,* (New York: Oxford University Press, 1994), p. 2.

[10] Kern, R, *Literacy and Language Teaching,* (New York: Oxford University Press, 2000), p. 76.

[11] Oxford University, *op.cit.*, p .235.

[12] Michael Agnes, *Websters New world College Dictionary,* (Ohio: Wiley Publishing, Inc, 2002), 4th Ed., p. 1128.

[13] Imam D. Djauhari, *Mastery on English Grammar,* (Surabaya: Indah, 1996), p. 51.

more advanced and larger than before, in order to improve their language skills.

C. Reason for Choosing The Topic

The topic is based on the reasons:

1. The writer wants to know the teaching vocabulary on past form using fairy tales implemented at eight grade of SMPN 23 Semarang in the academic year of 2010/2011.

2. The writer wants to know the development of students' vocabulary power on past form after being taught using fairy tales at eight grade of SMPN 23 Semarang in the academic year of 2010/2011.

D. Research Questions

The study is aimed at answering the following questions:

1. How are fairy tales implemented to improve students' vocabulary power on past form?

2. How is the development of students' vocabulary power on past form after being taught through fairy tales?

E. Objective of The Study

Based on the problem above, the aims of this study are as follows:

1. To describe the implementation of fairy tales to improve students' vocabulary power on past form.

2. To improve the students' vocabulary power on past form after being taught through fairy tales.

F. Pedagogical Significance

The result of the study is expected to be able to give the following benefits:

1. For the students

   After the teacher finds out the use of fairy tales to teach vocabulary, students are hoped to be easier in learning and developing their vocabulary power.

2. For the teacher

   It may show for teacher that good learning strategy and using media can be interested in teaching and learning process.

3. For the readers

   They will get more information about teaching vocabulary through fairy tales from this research.

4. For the writer

   The writer will get new knowledge and experience in teaching vocabulary using fairy tales.

G. Limitation of The Study

To limit the scope of the study, the writer will only discus such as follows:

1. This study will be done with the eighth grade students of SMPN 23 Semarang in the academic year of 2010/2011.

2. This study is aimed at improving students' vocabulary power on past form through fairy tales.