

# CHAPTER I

## INTRODUCTION

### 1.1 background

Learning English has become a big concern towards around the world, in which English is the important language in the world. In addition, English learning is applied in schools from elementary school until university. English is used in Indonesia to communicate, seek information coming from other countries. According to Quirk (1972:32) “ a language necessary for certain official, social, commercial or educational activities within their own country”. A language used by persons for communication across frontier or with others who are not from their country.” This suggestion implies that the second language as the language used in formal activity, social, commercial or educational activity in their own country "while the Foreign language is "the language used by people to communicate across borders or with other people who are not from their state"

English is a foreign language that has been taught in school from elementary school until university. Therefore there are four skills that need to be mastered by students. The skills are speaking, reading, writing, and listening. Skill should be taught so the students can use English to communicate, read books and other activities related to the English language. Hence vocabulary is one of the prominent skill

Richards (2001:4) says that vocabulary is one of most obvious component of language and one of the first things applied linguist turned their attention to. If a student doesn't have good vocabulary mastery, It is certain that the student is less for the skills. The vocabulary mastery should be improved so the student can follow the English lesson well. One skill that requires good vocabulary skills is reading lesson, so the researcher needed to observe the innovative and effective media to build up vocabulary in reading skill

The eight grader at SMPN 1 DAWARBLANDONG is one of the schools which the students have a poor understanding of English text. So almost in each their reading score is less than KKM. It is Proved with the English score, only 30% students that can pass in standard minimum score(KKM) of 32 students. The lack of reading score because they didn't have good vocabulary mastery. Indeed students do not understand the meaning of a text. Besides that,

there was no effort or strategy in learning to improve students' vocabulary mastery so the students didn't have motivation to increase their vocabulary mastery.

However, teaching English is not easy to do, the teacher must be able to make interesting methods, techniques, strategies, and media in every teaching and learning process that can attract students' interest, so they have curiosity, wonder, and hunger for learning. Harmer (1998: 134) defined. as a language teacher, we use a variety of teaching aids to explain language meaning and construction, engage students in a topic or as the basis of a whole activity.

One of the media and learning strategies that can improve the vocabulary in reading is comic strip and NHT (numbered heads together). M. Nashir (2002: 22) says that comic, generally, is a pictorial story in magazines, newspapers, or books that is usually easy to understand and funny. Comic is very popular with children. In addition, the media comics can motivate them to learn English because the media is a new thing to be taught especially in the classroom. The second one is NHT (numbered heads together) this is one of the learning strategies in which the student occupies a very dominant position in the learning process and the occurrence of cooperation in the group with the main characteristic of the numbering so that all students try to understand each material taught and responsible for the number it means their job. According to Trianto (2007 : 62) says that Numbered Heads Together is a cooperative learning strategy that holds each student accountable for learning the material.

Concerning the importance of learning vocabulary of recount text was required especially for developing reading ability. Thus the researcher inspired to arrange for THE EFFECTIVENESS OF COMIC STRIP AND NUMBERED HEADS TOGETHER (NHT) FOR STUDENTS' VOCABULARY AT EIGHT GRADERS IN SMPN 1 DAWARBLANDONG as a title of the final thesis also did the observation for providing.

The researcher has motivation to conduct this study. By measuring the influence of comic strip and NHT, it helps English teachers to get creative reference media and strategies on how to teach vocabulary of recount text in reading lessons. In addition, this finding is expected to give impact especially at the eighth graders. As this fun media and active students in the learning process, hopefully will be memorable by students. So students in this level will be rich in vocabulary of recount text, by having a lot of vocabulary of recount text they can improve their understanding for another text in the future.

## **1.2 Research question**

Based on the curiosity the effective of comic strip and NHT for vocabulary of recount text in reading lesson, thus the researcher formulates the research question of the study. Here the following question :

- a. How are the effect of comic strip and NHT for vocabulary mastery in reading lesson?
- b. how are the students responses toward the use of comic strip and numbered heads together in learning vocabulary ?

## **1.3 objective of the study**

the objective of the study is to answer the question above. In this research, the researcher has aims based on the statement of the problem.

- a. to know the effect of comic strip and NHT for vocabulary mastery in reading lesson
- b. to measure the effectiveness of comic strip and NHT to build up vocabulary mastery in reading lesson
- c. to describe the students responses toward the use of comic strip and numbered heads together strategy

## **1.4 hyphothesis**

the researcher also place two hyphothesis of the studyingin order to know of the significance differents of the vocabulary means score in recount text before after the researcher had engaged comic strip and numbered heads together in process learning. Here the following hyphothesis of the study :

H0 : there is no significance difference between score of pre-test and post-test students in the pre experimental group who apply comic strip and NHT to build up vocabulary mastery in reading lesson

H1 : there is significance difference between score of pre-test and post-test students in the pre experimental group who apply comic strip and NHT to buid up vocabulary mastery in reading lesson

## **1.5 Observation checklist**

**1.5.1** when the teacher gets higher score 70% in observation checklist. It called effective in learning process

**1.5.2** when the teacher gets lower score 70% in observation checklist, it called not effective in learning process

## **1.6 Students response**

**1.6.1** when the result of questionnaire  $\geq 70\%$ . It can be called positive effect and the media and strategy can be used in learning process

**1.6.2** when the result of questionnaire  $\leq 70\%$ . It can be called negative effect and the media and strategy cannot be used in learning process

## **1.5 Scope and limitation**

The scope of the study is teaching vocabulary of recount text in reading skill, for the limitation of this study is oriented on the usage of comic strip and Numbered heads together at the VIII graders of the SMPN 1 DAWARBLANDONG

## **1.6 Significance of the study**

The result of the study is aimed to give some contribution focusing in teaching and learning of English vocabulary of recount text using comic strip in reading lesson at eight graders.