CHAPTER I

INTRODUCTION

A. Background of research

English is an important means of communication, which is used by many counties in this world. It plays an important as an international language. This is why Indonesia government chooses English as the first foreign language to be taught in schools (Ramelan, 1992:3). English is introduce as a compulsory subject to be taught from the seventh year of Junior High School up to the twelfth year of students and as a local content subject in Elementary school.

English taught as a second on foreign language consist of speaking, writing, listening and reading.Barnet (1989:37) maintains that reading has always held an important place in foreign and second language program. Reading hasbecomeanessentialactivityineveryday lifein modern times. Somebody will beadvancedandknowledgeablewhenreading.Information about various sevensandeventsaround the worldcan be obtainedfromthe massmediasuch asradio, television, newspapers, magazinesandthe latestis theinternet.

In addition toradioandtelevision, other massmediastill needreadingskillsto be able toobtainthe informationthat conveys.Readingwill be easy andenjoyableifsomeoneknowsa lotabout thevocabularywords inadiscourse. It is therefore importanttolearnvocabulary.

By usingmediasuch as magazinesthere offer interestingpicturesandallows thestudents to learn the expressionsandpurposes of astorywell. Among students,a magazine does notmakestudents feelbored to read.Trough magazine,students will

increase their vocabulary and thus improve their reading ability. Magazine, as a teaching media, is use to help students with their vocabulary and reading mastery (Soeseno 1993:7).

Based explanation above, it is clear thatamagazine is sufficient to improve vocabulary's mastery.Theuse ofEnglish,magazine as reading mediawhen learning vocabularywill affectmanystudentsin understanding reaching texts. It offers interesting and colorful picturesthatattractstudents toreadand to know lotof newvocabulary.According to Gerlach and Elly (1980: 245), to select the appropriate media, theteacher must consider the characteristics of the students, which directly related tothe learning process such as verbal abilities, visual and audio perception skills.

Other factors which also ought to be considered in media selection come from ourinstructional system model, that is, the organization of groups, the time availableand the space in which the media will be used (Gerlach and Elly: 255).Therefore, in this reasecrh the writer will try to solve the problem above by using English magazine as reading media toward improvement in vocabulary. The reading material in this reasearch is extensive reading texst. In the learning process, the student will discuss the texst in English Magazine to find the new word can to improve vocabulary in extensive reading texts.

In brief, the research is conducted under the title: **The use of English magazine as reading media towards students' improvement in vocabulary (A Quasi-experimental study at Year Seven of MTsN Pasiripis Surade Sukabumi)**

B. Statements of Research Problems

Several research problems will be formulated as follows:

1. How good is the use of English magazine as reading media toward students'improvement in vocabulary?

2. How good is the use of English magazine to students' improvement in vocabulary without use English magazines as reading media?

3. What is the significance to students'improvement of using English magazine as reading media by use of a conventional method?

C. Purpose of Research Problems

Based on the statement of research question, the purposes of this research are as follows:

1. To find the use of English magazine as reading media toward students'improvement in vocabulary.

2. To find the use of English magazine aslearning reaing media to students' improvement in vocabulary without the use of English magazine as reading media.

3. To know significance of using English magazine as reading texts towards students' improvement in vocabulary by use of conventional method invocabulary.

D. Ratioanale

In teaching learning process, a teacher plays an important role to determine the quality of teaching. Learning process is the process of communication between a teacherand learner when they can share their ideas

and develop their thoughts. However, reading hasbecomeinessentialactivityineveryday lifein modern time.Many people wouldexpand their horizon andknowledgeablewhenreading.

Readingis a physicalandmentalactivitiestodiscoverthe meaningof the text.Althoughtheactivityisa process ofrecognitionof letters, it involves thingking in particular of perception and memory.The reading process abouve, according to Ginting (2005: 110), isto buildunderstandingofthewrittenext.

According to Sanjdaja (2005:25), readingis a processof recognizing and integrating mean isofwordin the sentencesstructures.A readers through reading process would be able to grapsthe essenceofreading texts. The essence of reading is of course, closely related to a motivational, interesting and fan way of reading materials. If the motivationis very low or even none at all, it will get low motivation in reading.

In learning teaching process, to improve vocabulary is not easy especially to understand the content of vocabulary of reading texs. The common practice in teaching reading is trough driling, but this will make students feel bored. A conventional method of learning techniques in the classroom is veryoften doneby teachers'whileprovidinglearning materialsin theclassroom, but this methodwillmake the studentsfeelbored.

Because whenthe teachergives the materialthe teacheris more likely touse traditionallecturemethod ofmakingstudentspassive partnerswhoare recipients ofthe materialonly.As Ujang Sukandi(2003:24), defines that the conventional approach is characterized by teachers teach more teaching about concepts not competence,

the goal is that studentslearn somethingand notbe abletodo something, and whenstudents' arelearningto listen. Here we can seethat theconventional approachin question isthe learning processmore dominated byhis teachers as a "transferor science, whilestudents are morepassiveas the"receiver "of science.

In addition, improvementvocabulary refers toour understanding of thevocabularywhen weread it.AsAllen(2006 : 4), "to understand thevocabularyis generally not easyand requiresextensive capabilities, withmany collectingwordsproductivewhenin useit will beeasy tounderstand in it is application in accordance with his knowledge and understanding it s elf. Moreover, vocabulary not only refers to one's knowledge about the meaning of words. According to Belisle (2007:58) "When developingourvocabulary, weneed to considerthe differencebetween: receptiveandproductive.

Anotherwell-knownstrategy toimprove your vocabularyisthattogainan understanding ofa word incontext". The meaning of words is influenced by how a word or a language that surrounds it. That is to say that the quantity and quality, extent and depth one's of vocabulary are the best personal index.

In other word, reading English magazines isgoodtoimprovestudents' Englishlanguage skills. By readingreaderscanfindlots ofnew words(English vocabularies) thatare now known before. Magazine is a periodical containing, a collectionof articles, stories,pictures, or other features(http://www.answers.com/topic/magazine).

On the other hand, English magazine will become a solution as teaching and learning mediaChildren's magazinesare fun toread.Soas forthe benefits of usingmediamagazinefor studentsare:

1. Magazines Motivate Students

2. Improve Reading Skills Magazines

3. Magazines Promote Critical Thinking

4. Magazines Assist Struggling Readers

Therefore, the writer focused on reading texs to make student understand vocabularyin English magazine as reading media.Furthermore,English magazines' is a tool to clarify the material learning when the teacher delivers the lesson. In this case, truogh media teachers use a variety of verbal explanation of the learning materials, using the medium of learning in the learning process can be used to increase the vocabulary of students in the learning process.

According to Sadiman, (2002:6) "media can be used to distribute messages and sending messages to the receiver of the message, so as to stimulate feelings, concerns, and interests as well as students' attention in such way that the learning process takes place effectively and efficiently as expected".

E. Hypothesis

According to Tarigan (1993:57), "Hypothesis is a suggested as possible explanation of fact, but it is not final yet because it should prove that the truth is suitable to the reality."

Hypothesis of this research can be formulated as:

1. Ha accepted if t counted by > t table: it means that there is any significant effect of teaching using English Magazine media as reading to improve the students' in vocabulary.

2. Ho accepted if t counted by < t table: it means that there is no any significant effect of teaching using English magazine media as reading to improve the students' in vocabulary.

F. **Metodology of Research**

1. **Reasearch Method**

    This research used quasy experimental study with quantitative approach two groups randomly, the experiment group and control group. A special treatment is given to the experimental group and no treatment given to the control group. Sugiyono (2010:77) difines that quasy experimental is a method of reasearch uses control group it canot wolly countrol the extern variable that influence experiment activity.

   In this reseach the experimental method was completed by three steps, they are *pre-test, treatment, and post-test* are given in English Magazine as reading media to improvement in vocabulary. It is expected for to know the implementation of teaching English using English magazine as media to develop students' ability to improve in vocabulary.Based on the variables in the review, studies to differentiate the descriptive study and research experiment, according to Arikunto (2006:10) says that Quasi-experimental is a

quasi-experiment (ostensibly) or experiments that do not actually use that one sample without the experimental group or a control group.

Arikunto (2006:160) explains the design of the study one group pretest-posttest design, by giving to research subjects without a grade compared with controls or in other words a pretest and posttest were performed on one group without comparison. This class tests that get twice before getting treatment pre-test and test after getting treatment post-test.

Based on the explanation above, the research is carried out two groups of year sevent MTsN Pasiripis Surade Sukabumi as sample to be investigated. The first group improvedby English magazine as media". The second one is chosen as a control group that is not given treatment "the student who are not taughtby English magazine as media". The experiment group is as "X" and the control group is as "Y" variable. To be clearer, theprocess of this experiment described as follows:

Figure 1.1 Process of Experiment
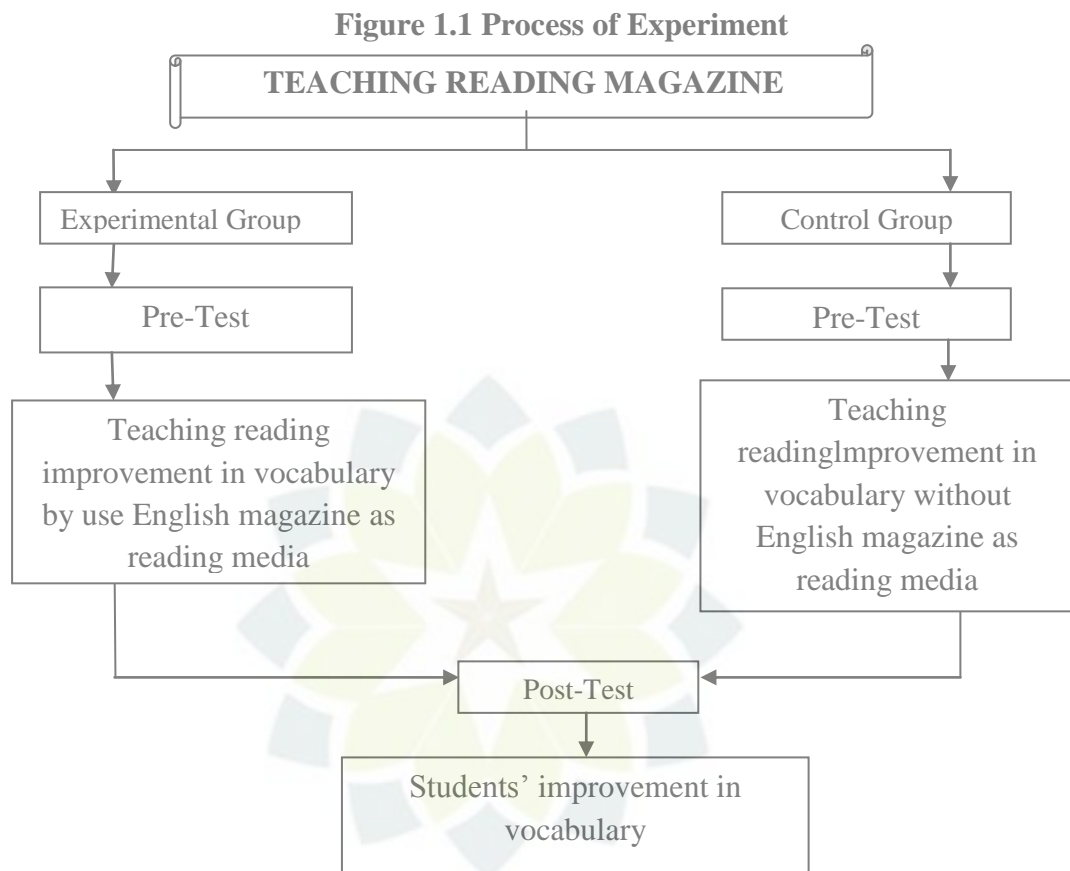
2. **Determining Location**

   a. **Research Location**

   This research is addresto the students of vocational Junior High School at MTsN Pasiripis Surade Sukabumi. There are some reasons of choosing that school. First, the location is easy to accsess. Second, the school can give support to the researcher for getting data.

   Then, there is a start of a lack of English teachers motivate students to some students who lack motivation in reading and difficulty in adding increasing vocabulary. Therefore, the writer assume that this school suits the research design.

b. **Population and Sample**

a) Population

According to Arikunto (2010: 173), "Population refers to group or all subjects that is researched". The population investigated in this study is the first grade student MTsN 1 Pasiripis Surade Sukabumi. There are 7 classes in the first grade. So, the polulation of 250 student.

b) Sample

According to Arikunto (2010: 174), "If the number of subjects is less tah 100, we can use whole subjects as the member of the sample, but if subjects is more than 100, it will be better to take only 10%-15% or 20%-25%.'' In this study is use rendom sample. The sample of the study covered two classes in the first grade. At the first class, the students will be thought extensive reading texts using English Magazine as media, while the second classes they will be thougt without using English Magazine as media (using conventional method). Finally, the result is compared.

3. **Techniques of Collecting Data**

a. **Collecting data of this research are test and classroom observation.**

This is used to know the students' comprehension in English reading skills before they are given the treatment of using English magazine media. The implementation of pre-test is conducted in

class is used multiple choice questions type, because this type of test is more objective in scoring than essay type of test.

b. **Experiment design defined**

They were concerning the minimum number of experiment necessary to develop an '*empirical*' model of the research question and a methodology for setting up the necessary experiments. Types of experimental designs are: the first, these research designs are stronger in providing evidence for the claims. Second, however they are still missing at least one element of experimental control (usually randomization). And the last, they are two basic designs pre-test and posttest.

Figure 1.2 Method Experiment

Treatment Group	R	O_1	X	O_2
	Random assignment	Pre-Test	Treatment	Post test
Control Group	R	O_1	X	O_2
	Random assignment	Pre-Test	Treatment	Post test

(Arikunto, 2006:85)

c. **Process teaching and learning The Use of EnglishMagazines**

The writer will apply teaching learning process in classroom. Experimental group using English magazine as reading media, and control group is not using English magazine as reading media technique. It is the way to know the significance development of students' ability to improvement in vocabulary.

a) Pre Test and post test

Vocabulary test was applied in two parts, pre-test and post test. It is intended to measure the students' ability using English magazine as reading media before and after teaching learning process. It was also an instrument tool. Both experiment and control groupswere be given 40 minutes to answer multiple choice questions type because this type of test was more objective in scoring than essay type of test.According to Jihad (2009:67) "the test is used tomeasure theextent to whichstudentshave mastered thelessonsconveyedmainly cover aspects of knowledgeandskills. It means that the test is needed to measure the students' ability.

b) Classroom Observation

Classroom observation is used to get primary data. It is students' aplication in doing the pre-test, post-test, and teaching learning process in the classroom.

G. Data Analysis

Data analysis is comparing two problems or two variable, to know the differences data or ratio, then the reseacher can take a conclusion (X-Y) as dta differences. X/Y as ratio (Hasan 2004: 29).

a. **Determining the normally of data conducting by the step as follow:**

1. Making distribution table of frequency, by using the technique:

a) Determining the range of data (R) , by using formula bellow:

R= the highest score -- the lowest score + 1

R= H-L+1

(Sudjana, 1996: 49)

b) Determining the grade interval by using formula bellow:

K= 1+3,3 log n

K= Grade of Internal

N= Total of Data

(Sudjana, 1996: 47)

c) Determining the length of grade intervalby using formula bellow:

$$P= \frac{R}{F}$$

P= Length of Grade interval

R= Range

K= Total of Grade Interval(Sudjana, 1996: 47)

2. Determining center tendency by the following formulas:

a) Determining Mean,by using formula bellow:

$$X= \frac{\sum f_1 x_1}{\sum f_i}$$

(Sudjana, 1992: 70)

b) Looking for median using the following formula:

$$Me = b + p \left(\frac{\frac{1}{2} N - F}{f} \right)$$

(Sudjana, dkk, 2000 : 72)

c) Looking for modus using the following formula:

$$Mo = b + p \left(\frac{b1}{b1 + b2} \right)$$

(Sudjana, dkk, 2000 : 74)

3. Looking for the standard deviation by using following formula:

$$SD \sqrt{\frac{n \sum fixi^2 - (\sum fixi)^2}{n(n-1)}}$$

(Sudjana, dkk, 2000: 95)

4. Arranging the distribution of observation and expectation frequency

5. Determining chi square count (% h^2)by using following formula:

$$x_h^2 = \sum (oi - Ei)$$

(Sudjana, 1996: 273)

6. Determining the degree o freedom by using following formula:

$$Dk = k - 3$$

(Sudjana, 2002 : 273)

7. Determining chi square table (x_1^2) on certain significant degree

8. Interpretring data normality by comparing chi square count (x_h^2) and chi square table (x_1^2) by using following formula:

- if (x_h^2) $\leq$ (x_1^2), the data is normal

- if (x_h^2) $>$ (x_1^2), the data is not normal

b. Determining the homogeneity of two variances by conducting the steps as follow:

1. Determining score F by using formula :

$$F = x_h^2$$

(Sudjana, 1996: 249)

2. To determine the degree of freedom of the data.

$$df\ 1 = n1\text{-}1$$

$$df\ 2 = n2\text{-}2$$

3. To determine homogeneity of the data with criterion :

   ➢ It is called homogenous if F table > F count

   ➢ It is called not homogenous if F table > F count

c. Testing hypothesis by using T- test formula as follow :

$$t = \frac{M_X - M_y}{\sqrt{\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

(Arikunto, 1989: 255)

M = mean of each group

N = the total number of cases

X = deviation each value of x2 and x1

Y = deviation of each value of y2 from y1

$\sum x^2$ and $\sum y^2$ can be counted by pattern:

$$\sum x\,2 = \sum x^2 - \frac{(\sum x)2}{N}$$

$$\sum y\,2 = \sum y^2 - \frac{(\sum y)2}{N}$$