

# CHAPTER I

## INTRODUCTION

### 1.1. The Background Of The Study

Language is the most important communication tool to convey ideas to others. English is one of the most important languages in the world, functioning as an international language. English is used by many countries in the world.

As in Indonesia, English functions as a foreign language (Philipson in Kusuma, 2015: 68). It is a language that is not used in social interactions. But, it is widely used in government, international business transactions, mass media, and education, especially in the fields of science and technology.

In learning English, there are four language skills that students must master. The four language skills are reading, writing, listening, and speaking. In addition, of the four skills there are four components that must also be taught to students, namely vocabulary, spelling, pronunciation, and grammar. As stated by Tnahn Huyen (2003) in Asyiah (2017: 294) which defines vocabulary as a language element that connects four language skills which include listening, speaking, reading, and writing in foreign language learning.

According to David Wilkins in Thornbury (2002:13) that, "without grammar very little can be conveyed, without vocabulary nothing can be conveyed". From this statement, it can be understood that vocabulary is one of the materials that must be mastered by every student in learning English, because no one can speak English if they have a limited vocabulary and we will have it

difficulty reading, listening, writing, and speaking. In this case, vocabulary is one component in communication.

Learning vocabulary is not easy, there are many difficulties in teaching vocabulary, especially for students who have a low level of speaking. This idea is supported by Thornbury, he said that in learning vocabulary students have difficulty in pronunciation, spelling, grammar, length, and complexity of words, meaning, range, connotation, and idiomatic. This means that in learning vocabulary students experience many difficulties in pronouncing words, how to spell words and write words, and how to use grammatical patterns correctly, how to choose the meaning of words that fit the context. In addition, students are still confused when they are considered idiomatic.

There are many learning models that can be used to increase students' vocabulary. However, the writer chose the Example Non Example learning model to increase students' vocabulary. Example non example is a type of cooperative learning model that involves the role of students. This model is a group learning model with the help of interesting pictures and in accordance with the learning material. This model also involves the activeness and cooperation of students in learning.

Example non example learning model is a learning model that uses images according to basic competencies. This model aims to prepare students quickly by using two things consisting of examples non examples of the definition of existing concepts, and asking students to classify them according to the existing concepts. Examples provide an overview of the material being discussed. While example non

examples provide an overview of something that is not an example of the material being discussed.

Example non Example learning model is learning that uses images as a medium for delivering subject matter. The use of image media is designed so that students can analyze the image and then describe it briefly through the images provided. Example non Example learning model is also a cooperative learning model. The teacher provides opportunities for students to pay attention or analyze pictures (Huda, 2013: 234).

The researcher chose to use the Example non Example learning model in increasing students' vocabulary. Because this model can make students active and happy in learning. Based on the statement above, the researcher wants to conduct a study entitled "The Effect of Using Example Non Example Learning Model on students' vocabulary mastery" in grades VII-3 and VII-4 of the Al-Washliyah Sukoharjo Education Foundation Junior High School.

## **1.2. The Problem Of The Study**

Based on the above background, the problem formulation of this study is identified as follows: "Is there significant effect of using Examples non Examples learning model on students' vocabulary mastery?".

## **1.3. The Objectives Of The Study**

The objective of this study is to determine whether the Example Non Example Learning Model had a significant effect on students' vocabulary mastery.

#### **1.4. The Scope Of The Study**

There are many learning models that can be used for the purpose of improving students' vocabulary mastery. In this study, the writer focuses on using the Example Non Example Learning Model by using pictures as the medium for improving students' vocabulary mastery. The teaching material that will be used in this study is the vocabulary about animals.

#### **1.5. The Significance Of The Study**

The significances of this research are expected as follows:

##### 1. The students

The results of this study are expected to help students to master English vocabulary through the Example non Example learning model.

##### 2. The English Teachers

The results of this study are expected to assist English teachers in introducing the Example non Example learning model in teaching vocabulary to students in the classroom, and can enrich new knowledge in teaching vocabulary to students.

##### 3. Other Researchers

The results of this study can provide knowledge for other researchers to do better research at teaching and learning English, especially in improving vocabulary mastery.