CHAPTER I

INTRODUCTION

This chapter presents the general issues related to the present study. These include the background of the study, research question, purpose of the study, significance of the study, scope, and limitation of the study, hypothesis of the study, variable and definition of the key terms.

A. Background of the Study

In foreign language teaching learning process, vocabulary plays an important role. It is one element that links the four skills of speaking, reading, listening and writing all together. Vocabulary is one of the competences of the language. It is an important aspect on learning English. How well one can communicate with English is partly dependent on how many vocabulary he has mastered. But in Fact, the main problem in teaching English in School is the less of the students' motivation in English because of their weakness to use the vocabulary.

Problems in learning and teaching English vocabulary at SMP Al-Ikhlas still need to be addressed. It is because English structure is completely different from our language system, pronunciation and grammar. Most of the beginner students have several difficulties in mastering English vocabulary. Based on the preliminary research in SMP Al-Ikhklas Gresik by interviewing the English teacher the researcher fined the problems that are:

a. The students are difficult to memorize the meaning of every English word.
 The teachers have to teach vocabulary to the beginners not only to memorize

but how to make them be able use the vocabulary in their daily communication. Whether it is formal or informal situation.

b. The students usually forget the meaning of the words which have been taught or practiced before, because vocabulary taught in monotonous technique; memorizing and drilling.¹ It is expected that the teacher has to find the appropriate technique in teaching English vocabulary.

The challenge for language teachers is to determine what strategy is the most effective.Furthermore, teachers have to find the strategy to keep children to concentrate to the teaching, to make them enjoy the lesson and to have fun and amusement. The teaching technique should be interesting and useful to help students' progress. The interesting technique and teaching aids will help the students in mastering vocabularies.

Vocabulary is one of the language components that are important in studying English. By having vocabulary well, students are easier to accept the teacher explanation. In using the language, students who are rich in vocabulary will be successful in expressing their skills. But one who is poor in vocabulary will get trouble in those skills. Hatch and Brownstated that, "vocabulary is the foundation to build languages which play a fundamental role in communication."²

Knowing the meaning of foreign language is the basic step of students in learning a foreign language. Bockovácited in Nuralam stated that, "To build a good stock of vocabulary is the first and most important step when starting to learn a new language well. Mastered ability of using the right expressions,

¹English Teacher, "How Students Vocabulary Level", interview (27 Mar 2016).

²Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantics and Language Education* (New York: Cambridge University Press, 1995), p. 1.

phrases, grammatical structures and functions ensure students to be successful in their communication."³

Students sometimes have difficulties in learning vocabulary. The difficulties are how to spell, how to pronounce, grammar, meaning, etc. Learning new words means that students should learn new kind of vocabulary. These difficulties often make learners feels that English is a scary thing. Thonbury mentions some difficulties in learning vocabulary namely:

- Pronunciation: research shows that words that are difficult to pronounce are more dificult to learn.
- 2. Spelling: sound-spelling mismatcehs are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a words difficulty.
- 3. Lenght and complexity: learner oftens meet long and complex words, that they may get difficulty in learning new language.
- 4. Grammar: grammar is also problematic associated with the word, moreover the differences grammar between the first and second language makes the learner feel that grammar is very difficult. It can be solved through practice.
- 5. Meaning: when learners understand the meaning of a word it may be able to make them learning fluently. I contarst, if learners do not understand the meaning it makes a word difficult to learn.
- 6. Range, connotation and idiomatic: some words have a lot of and similar meaning: it will make the learners confuse.⁴

³Nuralam F, "Improving Students' Vocabulary Mastery by Using Immediate Environment Based Topics at the Second Grade of MtsPutriAssyafi'iyahMenggala, Nort Lombok Academic Year 2013/2014" (Mataram: FKIP of Mataram University, 2014), p. 18.

Those problems appears in many times as people learn vocabulary. Usually the problems of EFL students are lack of vocabulary.⁵ Most students have found difficulties in understanding meaning of word. It is because they may not know it when they are learning. It is so hard for them can understand the lesson well and it also might make them disappointed and unmotivated.

Students will be difficult to catch the lesson of new language when they are learning new language without knowing the meaning of that new language. Having a low vocabulary can trap students in a bad condition and also less successful in using strategies for vocabulary learning.⁶ This problem becomes one of obstacles in learning process. Sometimes it may decrease learners' spirit to learn vocabulary.

Learning vocabulary is an important instructional aimfor teachers in all content areas in middle grades schools.⁷Recent research, however, indicates that vocabulary instruction may be problematicbecause many teachers are not "confident about bestpractice in vocabulary instruction and at times don't knowwhere to begin to form an instructional emphasis on wordlearning."⁸

In recent years numerous studies on vocabulary mastery have been done by some researchers. Among examples are improvingstudents' vocabulary

⁴Jeremy Harmer and Scott Thornbury, *How to Teach Vocabulary*, 1st edition (New York: Pearson Education ESL, 2002), p. 27.

⁵Hong-Fa Ho and Chen Huong, "A Multiple Aspects Quantitative Indicator for Ability of English Vocabulary: Vocabulary Quotient.", *Journal of Educational Technology Development & Exchange*, vol. 4, no. 1 (2011), p. 23, accessed 13 May 2016.

⁶Sue Hackman, *Teaching Effective Vocabulary* (Department for Children, Schools and Families, 2008), p. 7.

⁷William P. Bintz, "Teaching Vocabulary Across the Curriculum", *Middle School Journal*, vol. 42, no. 4 (2011), p. 44, accessed 13 May 2016. ⁸*Ibid*.

mastery by using pictures by HeriMarzuki, this research is used picture as media in mastering vocabulary. This research was classroom action research. The result of this research in pre-test 56.80%, cycle 1 71.80% and cycle 2 80.47%. From the result of this research indicated that using picture as media could improve the students' vocabulary mastery.⁹

The use of jigsaw II technique and still pictures combination to improve students' vocabulary mastery by SilvianaDilla showed that the combination of Jigsaw II technique and Still Pictures can improve students' vocabulary mastery. The improvementcan be seen from students' average score from 72.4 to 84.25 in cycle 1. The students were very enthusiastic and active in learning vocabulary using jigsaw II technique and media can be seen in the result of the observation sheet, questionnaire and interview revealed that the students gave very positive responses toward the use of this technique and media.¹⁰Most of the researchers are interested on teaching vocabulary by using teaching technique, media, authentic material and others.

The researcher proposes one of techniques in cooperative learning method that is Mime Story Technique. One of the things that are uniquely able to do on the spot is to use mime, gesture, and expression to convey meaning and atmosphere.¹¹Mime Story Technique may help the student in mastering vocabulary on substantial chunks of useful language in fun and motivating way. It

⁹Heri Marzuki, "Improving Students' Vocabulary Mastery by Using Pictures Media at the Third Grade of SDN 010 Kepenuhan", *Jurnal Ilmiah Mahasiswa FKIP Prodi Bahasa Inggris*, vol. 1, no. 1 (2015), p. 2, accessed 9 May 2016.

¹⁰Dilla Silviana Anggi Putri, "The Use of Jigsaw II Technique and Still Pictures Combination to Improve Students' Vocabulary Mastery" (Journal of English Language Teaching, 2013), p. 7.
¹¹Jeremy Harmer, *The Practice of English Language Teaching*, 3rd edition (New York: Pearson Education ESL, 2001), p. 64.

allows the student to reflect and focus on a key and significant moment, because they have only one thing to think about. When the teacher uses physical movement, gesture and actions to express a dramatic idea or to dramatize a scene in the story, it allows the student to understand the performance without using words and encourages them to concentrate on gesture, relationships and communication.

According to Scotts and Ytreberg, Mime story technique is a technique applied by the teacher in which the teacher tells the story to the pupils and pupils do the action.¹² Based on the explanation, by showing your facial expression, it may help the student to understand the meaning of the words by showing the gesture and performing the action.

B. Research Question of the Study

Referring to the background of the study, the research question is formulated as follows "Does mime story has effect in students' vocabulary mastery of surrounding objects at seven grade of SMP Al-Ikhlas Gresik?"

C. Objective of the Study

This study aimed at finding out whether the use of Mime Story Technique has effect in students' vocabulary mastery of surrounding objects.

D. Significance of the Study

1. For the Teacher

¹²Wendy A. Scott and Lisbeth H. Ytreberg, *Teaching English to Children* (New York: Longman Pub Group, 1990), p. 23.

It is expected that the teacher will get more information about one of the appropriate teaching technique, in this case is mime story. So the teacher hoped to create an interesting teaching learning process by using this teaching technique. Then, the data of the research are also very useful for the teacher.

2. For the Students

It is expected that the result will give motivation to the students to be better in vocabulary mastery. Through mime story, students are expected to have good enrichment in vocabulary and also the changes of behavior during teaching learning process.

3. For the School

It is expected that the information of the result will be very useful forgetting success in teaching learning process, so the quality of teachinglearning process can be increased. The result of the research is also hoped toimprove students' achievement in English lesson standard.

E. Scope and Limitation

The scope and limitation of the study focuses on the effect of mime story technique in students' vocabulary mastery of surrounding objects at seventh grade students of Al-Ikhlas Junior High School Gresik.

F. Hypothesis

The hypotheses of this research :

- a. Alternative hypothesis (Ha) : There is significant effect of using mime story technique in students' vocabulary mastery of surrounding objects.
- b. Null hypotheses (Ho): There is no significant effect of using mime story technique in students' vocabulary mastery of surrounding objects.

G. Variable of this Study

This variable of this study consists of two variables:

- The independent variable is the mime story technique will be used to make students mastering vocabulary.
- 2. The dependent variable is the vocabulary mastery of surrounding objects at seventh grade of Al-Ikhlas Junior High School Gresik.

H. Definition of Key Terms

The effect:effect is a noun meaning the result of something, an outcome.¹³
 In this research the effect means the result of using mime story technique
 in students' vocabulary mastery. In this study the researcher compare the
 result of pre-test and post-test.

The different between the effect and the impact are, the effect is a result of something for the short terms and the impact is a result of something for the long terms.

Vocabulary mastery:mastery is a comprehension about all of knowledge.
 Mastery is the knowing and understanding everything about

¹³"Definition of Effect", Collins Dictionaries (2016).

knowledge.¹⁴Vocabulary mastery means an ability to use words in conducting communication, and students understand the set of words.¹⁵ In this study the students can apply the words of surrounding objects in communication and the students understand the set of words.

- 3. Mime story technique:Mime story technique is a technique applied by the teacher in which the teacher tells the story to the pupils and pupils do the action.¹⁶ In this study the researcher arrange teaching sequence according to Jones, the teacher tells the story and does the actions. The students' listen and watch. The teacher tells the story and does the actions. The students listen and do the actions. The teacher tells the story but does not do the actions. The students listen and do the actions.¹⁷
- 4. Surrounding objects: means the object around the students. In this study, the students master the name of the object around.

¹⁴Marzuki, "Improving Students' Vocabulary Mastery by Using Pictures Media at the Third Grade of SDN 010 Kepenuhan", p. 3.

¹⁵Ike Anisa, "Improving Students' Vocabulary Mastery Using Experiential Learning (A Classroom Action Research on the Sixth Grade of SDN Banaran 01 Sukoharjo in Academic Year of 2009/2012)" (Klaten: University of Widya Dharma Klaten, 2010), p. 169.

¹⁶Scott and Ytreberg, *Teaching English to Children*, p. 23.

¹⁷Jones Alistair, *Action Stories with Children* (Cambridge: Cambridge School, Valles Oriental, 2012), p. 1.