

CHAPTER I

INTRODUCTION

A. Background of Study

Teaching vocabulary is one of the most important components of any language classes because through vocabulary, second language learners will be able to understand and express language. David Wilkins summed up that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.¹ This statement showed the importance of mastering vocabulary. In addition, Deller and Hocking also stated that if you spend most of your time studying grammar, your English will not improve very much. You will see more improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words.² Therefore, mastering English is much influenced by vocabulary. By understanding vocabulary, students can express the idea in the form of written and spoken English.

In learning vocabulary, students have to memorize the word. As Schmitt said that students do begin producing language, much of it takes the

¹ Thonbury, Scott, 2002, *How To Teach Vocabulary*, Blues Stone Press, Malaysia. P .13

² Ibid P. 13

form of *preformulated speech* (memorizing strings of language).³ They also have to know the part of speech of each word whether it is noun, verb, adjective or adverb. As foreign language learners, students have to know the meaning of the word. There are many consequences or impacts that probably arise when they do not know the meaning of word, for example, students misinterpret the meaning of the message and the students tend to lack motivation in learning English. In addition, there are some students when they hear some teachers' explanation on English teaching process, they do not pay any attention.

There are many teaching vocabulary problems that actually teachers faced. The English teacher is suggested to be more active and the lesson to be more interesting, as Jeremy Harmer suggested that English teacher should make their lessons interesting so the students do not fall asleep in them.⁴ Through the interesting lesson, students will be able to understand the lesson and they can increase their motivation to learn vocabulary.

Vocabulary is mostly taught through reading skill, as Mutoh said that many of the variations of high frequency vocabulary and grammar elements, that are too numerous to learn explicitly, it can be learned incidentally by reading text composed exclusively of this high frequency

³ Schmitt, Nobert, 2000, *Vocabulary In Language Teaching*, Cambridge University Press, USA. P.18

⁴ Harmer, Jeremy, 1998, *How To Teach English, An Introduction To The Practice Of English Language Teaching*, Graficas Estella. Spain p. 1

lexical and grammatical core.⁵ However, when students are taught the reading material, they tend to ask meaning of the word to the English teacher, so this condition, in other words, the students' understanding of vocabulary is based on the teacher's translation to their native language. Diane stated that the teacher's translation was not effective in preparing students to use the target language communicatively.⁶

Guessing Word from Context is one of the techniques that can be offered. This technique is to increase a students' vocabulary that is always used in the reading passage, with the result that the readers know that meaning of the words or sentences without depending on the teachers' translation. This technique is often applied in the form of the text book or reading skill because it needs some clues to help the reader in guessing the word. Jenkins and Dixon stated, as quoted by Nation "that clues are called mediating variables. These mediate between the learner and the information in text, strengthening or weakening the chances of guessing and learning from context."⁷ It can be summed up that students can guess the meaning of the words or phrases in a reading passage that give clues about what an unknown word means.

⁵ Mutoh, Nancy Whisler, 2003, why extensive reading? [library.nakanishi.ac.jp/kiyou/gaidai\(30\)/01.pdf](http://library.nakanishi.ac.jp/kiyou/gaidai(30)/01.pdf) Retrieved on 17 Mei 2013. P. 2

⁶ Larsen-Freeman, Diane. 1986, *Technique and Principle in Language Teaching*, Oxford University Press, USA. P. 18

⁷ Nation, I.S.P. 2000, *Learning Vocabulary In Another Language* , P.379

All the researchers, for example Hossein Shokouhi, Hamdollah Askari, Nation, Ahmad Azman Mokhtar and Rafizah Mohd Rawian of Guessing Word from Context claimed that this technique is the best technique in reading passage. The students do not depend on teachers' translation and the teachers do not spend much time teaching students on vocabulary. According to Joan Sedita, the clues of the strategy of Guessing Word from Context may be any of the following types of information about the text: definition, restatement, example, description, synonym or antonym⁸. Knowing the clues on reading passage, has an important role in technique of Guessing Word from Context in order for students to acquire the meaning of the word. She also suggested that, it is important to point out that not all contexts are helpful. Contexts vary in their helpfulness of how much information they provide a reader. Sometimes the context provides a direct explanation of the meaning of a new word or sometimes the context provides some information about a new word, but not enough for the student to be certain of its meaning⁹.

Actually, there are many teaching-vocabulary techniques that use the target language to illustrate the meaning of word. Using the target language as a technique in teaching vocabulary is expected to make students more active. One of the techniques using the target language in teaching

⁸ Sedita, joan. 2005, *Effective Vocabulary Instruction*, "Insight of Learning Disability" journal 2 (1) 33-45 P.7

⁹ Ibid . P.7

vocabulary is using a media of pictures. This technique shows the picture that is related to the meaning of the words. According to Scott, the use of realia, pictures and demonstration was a defining technique of the Direct Method. This method arises as the objection of the Grammar Translation Method.¹⁰

Ahmad Dzo'ul Milal, the teacher of Principles of Teaching and Learning Language in UIN Sunan Ampel Surabaya, suggested that when the teacher was teaching English as a second language, the student had better not be allowed to be directly given the meaning of the word, let the students know themselves by the gesture or pictures so the students do not rely on the English translation.¹¹ According to Andrew, using pictures is not just an aspect of technique, but through their representation of places, objects and people they are an essential part of the overall experience, this is intended to help teacher to develop their wider role as teachers of communication and help our students to cope with.¹² In addition, Scott suggested that the alternative to translation is to somehow illustrate or demonstrate them. This can be done either by using real object called realia, picture or mime.¹³ This teaching technique is expected to avoid misunderstanding and depending on

¹⁰ Thonbury, Scott, *Opcit.* P.76

¹¹ Milal, A. Dzo'ul, "Some Principles and Methods of Language Teaching and Learning at Pondok Modern (A Brief Overview)." *Jurnal DIDAKTIS FKIP UMS*. Vol. 2, No. 2, Oktober 2003.

¹² Wright, Andrew, 2004, *Picture For Language Learning*, Cambridge University press. United kingdom P.2

¹³ Thonbury, Scott, *Opcit* P.78

the teacher's translation on native language and make the students interested in the teaching and learning English process.

As explained above, we have a question: are the students taught using Pictures have more vocabulary than those taught using Guessing Word from Context? It is because teaching vocabulary needs the best way to make student interested in learning vocabulary. The teacher technique's they applied in the classroom has the important role in teaching a vocabulary, which is better the teaching technique using the Pictures than teaching technique using the Guessing Word from Context in understanding vocabulary? In conducting the comparison between the two techniques, the equality of choosing the material on this research has the important role. With the result that, using pictures the researcher only shows the general message on reading the text, it is not showing word by word meaning.

In conducting this research, the researcher wants to know the best result in second language teaching and learning of vocabulary using different technique. There are two techniques that will be explored in this research, namely teaching vocabulary using Pictures and teaching vocabulary using Guessing Word from Context. These both teaching techniques are famous techniques which we often found in teaching and learning vocabulary because both of them claimed to be able to increase students motivation and offer fun activity.

The researcher chose the student of the seventh grade of SMP IPIEMS Surabaya as the subject of this research. According to Steinberg that was quoted by Ma Tim Tim the best age to learn second language in the typical explication classroom situation is probably that age where the individual retains much of the memory and the motor skills of the very young, but where the individual begun to reason and understand like an adult. That age would probably be somewhere around 10 years¹⁴. This is one of the reasons why the researcher chose the seventh grade students because he thinks that the both techniques can be applied effectively.

According to preliminary result, the seventh grade students of SMP IPIEMS Surabaya had several problems in mastering vocabulary. According to Farida, the English teacher of SMP IPIEMS Surabaya, these problems were caused by several factors. One of the factors was their lack motivation in learning English, therefore they had no braveness to express and describe what they wanted to communicate. Finally, the writer expects that the result this study using both techniques at the seventh grade students of SMP IPIEMS Surabaya would show that the students' achievement in vocabulary class was good and the students already mastered vocabulary in the classroom.

¹⁴ Ma, tim tim, 2008, *The Effectiveness of Guessing Vocabulary Meaning Using Contextual Clues and Learning Word List in Terms Of Vocabulary Retention*. The University of Hong Kong. P.4

The research was conducted at SMP IPIEMS Surabaya because this school is one of the famous schools. This school has been known as a school that has an abundance of achievement because the students become the winner of many championships. One of the achievements of SMP IPIEMS Surabaya was the winner of the speech contest on Mater Amabilis Youth Competition 2006. In addition, in each year this school conducted English day for 2 weeks in which all of teachers and students must speak English in the class. If the students did not speak English, they would get some punishment. The location of this school is easy to be found because this school is located in front of restraint's Surabaya.

The first previous study related to this research was conducted by ZahrotulIlmiyah, "The Improving Vocabulary Mastery Trough Reading Folktales to The Eight Grades Students of SMP NEGERI 2 Sidayu". She used the Guessing Word from Context as the technique and she described a media, namely folktales. She stated that folktales were easy to be understood. The sentence structure which were used in folktales were simple enough and were fun for teaching. Many types of folktales are entertaining, giving enjoyment for class assignment. Most of the students found memories

of stories and rhymes but she did not mention the satisfactory explanation about the guessing word from context.¹⁵

The second is written by M. Luthfi hariyanto, “The Influence of Using Picture in Mastering Vocabulary at The First Grades of The Vocational School of Semen Gresik” this research described about Pictures as a visual aid that will make the students interested in teaching and learning English process. It also helped the students to understand the teacher explanation clearly because the students could see the object directly.¹⁶

From the two previous studies above, the writer found similarities in the form of technique that they used in research. In Zahrotul Ilmiyah, she used the guessing word from context as technique. In M. Luthfi’s research, he focused on using pictures as technique in teaching vocabulary. Both of them conducted teaching vocabulary using different media. Meanwhile, the writer focused on the same media that is reading passage that was conducted on two classes.

¹⁵ Zahrotulilmiyah, *Improving Vocabulary Mastery Trough Reading Folktales To The Eight Grade Students Of SMP negeri 2 Sidayu*, unpublished s-1 (Surabaya: IAIN Sunan Ampel, 2010)

¹⁶ Hariyanto, M Lutfhi, *Influence Of Using Picture In Mastering Vocabulary At The First Grades Of The Vocational School Of Semen Gresik*, unpublished s-1 (Surabaya: IAIN SunanAmpel, 2009)

B. Statement of Problems

The main research problems is to know the best strategy for teaching vocabulary at the SMP IPIEMS Surabaya. Further questions that underline this research are formulated as follows:

1. Do the students at SMP IPIEMS Surabaya who have been taught vocabulary using Pictures have a better understanding than those who have been taught by Guessing Word from Context?
2. What are the students' response to the use of Pictures and Guessing Word from Context to increase their vocabulary at SMP IPIEMS Surabaya?

C. Objectives of the Study

Related to the research questions, this research aimed to:

1. Know whether the students at SMP IPIEMS Surabaya who have been taught vocabulary using Pictures have a better understanding than those who have been taught by Guessing Word from Context.
2. Know the students' response to the use of Pictures and Guessing Word from Context to increase their vocabulary at SMP IPIEMS Surabaya.

D. Significance of the Study

This research gives benefits to the English teacher to conduct teaching vocabulary. There are a lot of teaching techniques to teach a vocabulary. This research tried to seek the best technique for teaching vocabulary by comparing both of guessing word from context and using pictures. This also gives positive insight to the students as second language learners. They can acquire a lot of vocabulary in using those two technique. This research also gives some motivation to the English teachers to use the target language than the native language. Therefore, it can be concluded that using the target language, the teachers indirectly gave motivation the students learn vocabulary by their instruction.

E. Scope and Limitation of the Study

This study compares two techniques that are usually used by English teachers in increasing a students' vocabularies. There are many language teaching techniques to increase students' vocabularies, but in this study, the researcher only compared two teaching techniques: using Pictures and Guessing Word from Context. There techniques used the certain media.

The researcher applied two techniques at the seventh grade students of SMP IPIEMS Surabaya. This study focused on two techniques that had been applied based on the reading material on the textbook that was available in

two classes that become a sample of this research. The equivalence on some material used in using pictures and guessing word from context was to keep the validity in comparing both techniques.

F. Definition of Key Terms

The definitions are intended to avoid the ambiguity in understanding some terms used in this study. These are the following definitions:

- 1) Comparative is the form of an adjective or an adverb that expresses a different in amount, in number, in degree or quality.¹⁷ In this study the comparative is the way to make comparison between two different techniques used in two different classes using the same media.
- 2) Using Pictures is the form of technique that used pictures as the media to elaborate the clues or the messages of the word in general, it is not word by word illustration.
- 3) Using Guessing Word from Context is the technique that is used to guess the meaning of the word by context clues.
- 4) Increase is to make something become larger in amount or size.¹⁸ This is to know that something better than before.

¹⁷ Cambridge Advanced Learner Dictionary Third Edition

¹⁸ Ibid Cambridge Advanced learner Dictionary Third Edition

5) Vocabulary is knowledge of the meaning of words.¹⁹ The vocabulary in this research is knowing the meaning of some words on reading passages used in teaching learning process in this research. These reading passages focus on describing people: parts of the body, hobbies, adjective and appearance. In addition according to John vocabulary is knowledge of knowing the meaning of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary, or an equivalent word in their own language.²⁰

¹⁹ Elfrieda and Michael, 2005, *Teaching And Learning Vocabulary Bringing Research To Practice*, Lawrence Erlbaum Associates. London. P.3

²⁰ library.ikipgrismg.ac.id/docfiles/fulltext/b5ab71817f8bc805.pdf