

CHAPTER I

INTRODUCTION

A. BACKGROUND OF THE STUDY

Language is very important in our life, let alone in our daily communication. Language is a mean of communication. People can communicate either by audio-visual aids or they use it direct or face to face to express their emotion, feeling, and ideas. There are various languages in the world, such as Indonesia, Arabic, English, Spanish and others. English is one of international languages which is important to learn, because it is used for scientific books, and used in new technology such as computer, internet, mobile phone etc. English is second language at schools in Indonesia; it starts from kindergarten to university.

There are four language skills; listening, speaking, reading, and writing. In addition to the four languages content of grammar, vocabulary, and pronunciation. Long and Richard state that “vocabulary is like grammar, essential component of all aspects of language”¹. Based on this statement, the researcher infers that vocabulary is as developing learner’s competence in language. Vocabulary is crucial component in requiring and understanding language.

A good vocabulary goes hand in hand with an ability to think logically and to learn easily and quickly. A good vocabulary and ability is to use words correctly

¹ Michael H. Long and Jack C. Richard, *Methodology in TESOL; A Book of Reading* (New York: New Barry House Publisher, 1987).P.305

and effectively can be passport to world of interesting and exciting information. The tenses of English can be in the past, present, and future depend on the time when the people speak.

Large vocabulary can help to express an idea precisely in communication. It is often believed that a large numbers of words to master English language are needed. As we know that learners' problem in English understanding the meaning of words, word form differentiations, and in applying words in sentence. Some words forms grammatically; such as noun, verb, adjective, adverb, pronoun, (parts of speech). Marcella Frank states that Noun is the most important parts of speech; it is arrangement with the verb helps to form the sentence core which is essential to every complete sentence. In addition it may function as the chief or "head" word in many structures of modification. ²Based on the statement that noun is important word to complete sentence, it is not to be arranged when no noun is in it. Noun can put in the subject and in the object; Such as I learn English; noun is as subject and object.

For school in Indonesia, vocabulary is one of the language components that undirected teaching and learning. It includes in four language skills; listening, speaking, reading, and writing. They cover communicative competence.

Teaching and learning should be exciting and satisfying for both teacher and learners to organize learners. The innovative teacher has too many positive and

² Marcella Frank, *Modern English ; A Practical Reference Guide* (New York University: Prentice-Hall, INC, 1972) P.06

effective resources available to resort to shoddy and punitive measures. Many teachers' experiences state that almost all of their earlier punitive consequences could have been handled in a more positive manner. A teacher who truly cares will practice developing positive responses³.

In English teaching, a teacher has to think a suitable way, subject material and how to apply it in a classroom. He/ She is demanded to be a success teacher in teaching foreign language. He/ She should be creative to teach this subject in various ways and to stimulate learners in order to feel comfortable in teaching learning process, especially understanding the material it self. Because English is foreign language for Indonesian learners.

There are many ways in teaching and learning English as a solution for teacher's problems. Exactly, He/ She usually uses the easiest and simplest ways in teaching and learning process. He/ She can combine the social interaction with physical action; by visiting museum, temples, or having a tour. Teacher encourages his/ her learners to do something there, and they have got a task which is natural to write about. In the classroom, teacher usually gives simple words and using media aids to give an alternative technique of teaching and learning process.

If you wish to think and communicate more effectively, you must increase your vocabulary and improve your word using skill. The best way to develop rich

³ Charles H. Madsen and Clifford K. Madson, *Teaching/ Discipline A Positive Approach For Educational Development* (Third Edition)(Sidney: Allyn and Bacon, 1981)P.197

vocabulary is to have reach experiences travel, going to movies, plays, and concerts, seeing things, meeting people, listening to good conversation, and selecting going television broadcast.⁴

One of ways in teaching and learning English by using visual aids which the researcher choices in this research is by using pictures, because they are more effective and helpful tools to motivate learners in language learning and to explain word meaning that cannot be understood into classroom. As Robert J. Nielsen states that pictures are not only worth a thousand words, but also it can be used in a wide variety of teaching activities.⁵ Pictures can also help teacher to make class to be more active and lively. Therefore learners have a lot of fun during the lesson. It is hoped that this way can help teacher makes his/ her learners interest in learning writing.

In international seminar on implementing of communicative language learning on Thursday, 19 March 2009 the presenter Mr. Dhoul Millal said that how do make your language easier to understand? In that seminar he suggested the following ways:

1. Slowing down the speech rate,
2. Making more distinct articulation,
3. Using more simple vocabulary and sentence,
4. Giving modeling,

⁴ The world book student hand book, (Chicago: Child craft international, Inc ,1978), P. 82

⁵ Syeha Ramadan, "*Some Errors in Vocabularies in Teaching Writing Through pictures*", *English Education Thesis* (Jakarta: UIN Syarif Hidayatullah Library, 2007), P. 04.t.d.

5. Making repetitions, rephrasing,
6. Using gesture,
7. Using visual aids, such as pictures and real object⁶

It shows that picture has an important role in teaching and learning process. They can improve the motivation in teaching and learning process. They will not be successful without motivation. It suggests that using pictures are a good way to motivate learners in teaching and learning process. Hacbarth states that “the advantages of picture in teaching and learning processes are interesting to look at the picture; it is clearer, able to illustrate a process.”⁷

Teacher can use various visual sources in teaching language, such as; using tape recorders, pictures, cards, television, etc. By using suitable way determines what and how much taught (selection), the order in which it is taught (gradation). How the meaning and form are conveyed (presentation) and what is done to make the use of the language unconscious (repetition).⁸ Based on the case, the researcher will give an alternative way to enrich learners’ comprehension by using picture in teaching that is effective helpful in teaching and learning process. Therefore learners get easy in understanding and studying English.

If someone has ability in mastering English, he/ she may express many skills by writing in English. DEPDIBUD RI states that” Di Indonesia, Bahasa Inggris

⁶ Dhoul Milal:2009, *Implementing of Communicative Language Learning* (International Seminar, March 2009)P.02

⁷ Prof. Dr. H. Hamzah B. Uno, M.Pd, *Profesi Kependidikan* (Jakarta:PT.Bumi Aksara, 2007)P.43

⁸ William Francis Mackey, *Language Teaching Analysis* (London: London Longman Group Ltd,1965)P. 09

adalah bahasa asing yang sangat penting untuk menyerap dan mengembangkan keilmuan, teknologi dan seni budaya, juga untuk membangun hubungan dengan Negara- Negara lain (English is second language that is important to absorb and develop skill, technology, and art. And also to grow correlation up other countries).⁹

Based on the statement above, we know that pictures are a visual aid that can support learners in teaching and learning process. The researcher wants to know whether or not pictures can support learners' skill, knowledge, motivation and achievement. Therefore researcher wants to prove the statement by using the title: THE EFFECT OF PICTURES ON LEARNERS' VOCABULARY MASTERY AT SEVENTH GRADE OF MTS BABUSSALAM MOJOAGUNG JOMBANG.

B. PROBLEMS OF THE STUDY

1. Do pictures help learners to master new vocabulary?
2. How do pictures help learners to master new vocabulary?
3. Are there any differences of mastery between learners who learn through pictures those who learn without using pictures?

C. OBJECTIVE OF THE STUDY

1. To find out that pictures can help learners to master new vocabulary

⁹ Departemen Pendidikan dan Kebudayaan (DEPDIBUD) RI, GBPP Bahasa Inggris SMP

2. To find out that pictures can help learners to master new vocabulary
3. To find out the differences of mastery between learners who learn through pictures those who learn without using pictures.

D. SIGNIFICANT OF THE STUDY

A researcher : To increase her knowledge and creativity in teaching and learning English skill.

A school : As a contribution of teaching learning English skill by using media as a creativity of teacher.

Society : As a contribution to support them and especially their Children that English is easy to understand, and it is exciting material to learn.

E. HYPOTHESIS OF THE STUDY

Hypothesis is temporary statement of research product; it is a research product that will be carried out¹⁰

Ho : Students who are using pictures can master their vocabulary are worse than students who are without using pictures can master their vocabulary.

¹⁰ Tim Penyusun Buku Pedoman Penulisan Skripsi, *Pedoman Panduan Skripsi Edisi Revisi*,(Surabaya, 2008).P. 17

Hi : Students who are using pictures can master their vocabulary are better than students who are without using pictures can master their vocabulary.

F. VARIABLE OF THE STUDY

The researcher uses two variables. Independent variable and dependent variable. Independent variable is stimulant variable, it is the conditions that are manipulated by researcher in explaining based on the research,¹¹ it is using picture.

Dependent variable is output variable. It is changing conditions when the researcher changes independent variable; it is supporting learners' vocabulary.

G. SCOPE AND LIMITATION OF THE STUDY

This study will be limited to the effect of pictures on learners' vocabulary mastery at seventh grade of Mts Babussalam Mojoagung Jombang

H. DEFINITION OF THE STUDY

Effect : A change produced by an action or a cause, a result or an outcome

Vocabulary : The total numbers of the words in language known by Individual the words are used as vehicle of the language to

¹¹ Kholid Narbuko, *Metodologi Penelitian*, , (Jakarta, PT. Bumi Aksara: 2001)P. 119

express one's idea. In other words, it is a number of words possessed by learners¹²

Picture : A painting, drawing, sketch, etc, especially as a work of art ¹³

Mastery : Complete knowledge, great skill

I. SYSTEMATIC OF THE STUDY

To get understand more about this thesis especially in the whole content, therefore this study will be divided into five chapters as follow:

Chapter I is introduction that consist of background of the study , problem of the study, significant of the study, hypothesis of the study, variable of the study, scope and limitation of the study, definition of the study, and systematic of the study.

Chapter II discusses the review of literature that consist vocabulary (definition of vocabulary, kinds of vocabulary, and vocabulary usage), Picture (definition of picture, kind of pictures, the purpose of using guide picture, using picture in teaching vocabulary, criteria for good picture, and the advantages and disadvantages of pictures).

Chapter III talks about research methodology; it includes research design, population and sample, research instrument, data collection (procedure of data collection, and qualification and involvement in data collection).

¹² AS Hornby, *Oxford Advanced Learners' Dictionary* (London: Oxford University Press.1897), P. 195

¹³ AS Hornby, *Ibid*, P. 1959

Chapter IV explains the result of methodology; it includes normality test, homogeneity test, similarity of two mean and conclusion.

Chapter V gives conclusion and suggestion of the study; it includes the result statement bases on problem of the study.