

# **CHAPTER I**

## **INTRODUCTION**

This chapter discusses about background of the problem, statement of the problem, purpose of the the study, uses of the research, scope of the study, significance of the study, and definition of key term.

### **1.1 Background of the Problem**

English is one of foreign languages for Indonesian students, that must be learned in school since the kindergarten level until the university level. English is considered as a difficult subject for Indonesian students, because English is completely different from Indonesian language looked from the system of structure, pronunciation and vocabulary. Almost all countries have adapted English as a compulsory subject at schools. People realize that teaching English at this level becomes very important and needs much concern.

Vocabulary is a complex aspect in learning a language, including English as a foreign language. This is true, because vocabulary has some elements, to be purposely achieved in order to be able to use them in real communication. The aspects in teaching learning vocabulary are spelling, meaning, pronunciation, use and number of words.

For the seventh grade, learning vocabulary is the first step in learning language skill. It is impossible to learn a language without vocabulary, learning a language means learning its vocabulary. It shows that vocabulary is one of language components that cannot be separated in learning language. From the explanation above, vocabulary means the words used to communicate effectively.

For junior high school students of Nurul Islam Jati Agung, especially at the seventh grade of Nurul Islam learning English is difficult. They get poor scores in vocabulary tests. It happened because they do not have adequate vocabulary and the students in class are passive in following the activity in teaching learning process.

According to Fries (1974: 4) Vocabulary divided into four types, these are content words, function words, substitute words and distributed words. From these types of English vocabulary, the content words (nouns and verbs) were taken as the material in teaching vocabulary. In memorizing word list, students cannot remember the words immediately, but it needs a process, after remembering the words from the list words, students are able to remember them. The lack of students' vocabulary is also caused by the lack of strategy to arouse their attention and motivation to study. In addition, an alternative way of teaching vocabulary is really needed. The researcher realizes that an interesting way can encourage students to learn vocabulary more easily. There are many ways, which can be used to develop students' vocabulary achievement, such as flashcard, game, picture, text, translate, etc. In this research, the researcher used picture to improve

students' vocabulary mastery especially pictures cards, because through picture students discover and interact with their environment. Picture makes the foreign language immediately useful to the students.

Language is means of communication that it made up of sentences that convey meaning. At school, learning language means learning its vocabulary. It means that vocabulary takes an important part in language in which the vocabulary will make a language meaningful. Moreover, Setiyadi (2006) states that structure and vocabulary seem to be the heart of foreign language learning. Vocabulary is a very essential part in learning language, because to be able to master a language we automatically have to master in vocabulary.

Because English is so widely spoken, and while it is not an official language in most countries, it is currently the language most often taught as a foreign language. As foreign language in Indonesia, English has been officially taught since 1967 under decision of Minister of Educational and Cultural. In the present time, English language has been introduced since the level of elementary school or even in play groups. It is also a compulsory foreign language taught in junior high school and senior high school.

Students of elementary school particularly, are young learner. As young learners, children are better than adults when attempting to learn foreign language. As in the common observation, memory ability of every young child seems to be unparalleled, in that they can absorb phenomenal data. It seems that children tend to rely more on memory. Therefore it is important to introduce and teach English skills as young as elementary school.

There are four skills in English, those are listening, speaking, reading and writing. But before learning any further about the four skills, it is necessary to know the vocabulary. Napa (1991:6) states that vocabulary is one of the language components and that no language exists without words. Learning new words or vocabulary is an important part of learning new language. Even children learning their native tongue usually learn isolated words or phrases before they put them together into more complex utterances. Learning some words and phrases in a new language allows people to start communicating at once. Wilkins (1983:3) says that without grammar little can be conveyed, without vocabulary nothing can be conveyed. So, as beginners of language learners, learning vocabulary is the first step on learning English language.

Knowing that young language learners seem to pick up another language very quickly just by exposure, media are needed to be used in the classroom. There are many media that can be used for teaching vocabulary, for example using games, song lyrics, and even pictures. Pictures especially are believed very effective to improve students' vocabulary. Picture is visual, it is very effective to stimulate the eagerness of students in learning language. Using pictures in teaching and learning will help students pay attention to things they have not seen, which are related to their subject. Teachers can use any picture like posters, paintings or any printed pictures as they are very easy to find. As a good teacher we can filter kinds of pictures that are appropriate and related to the topics chosen before they study in the classroom. Appropriate and interesting pictures are very effective for teaching vocabulary at the level of junior high school.

Therefore, based on the assumption that pictures cards can improve students' vocabulary in the level of Junior High School, especially at the seventh grade students of Nurul Islam Jati Agung South Lampung.

### **1.2 Statement of the Problem**

Based on the background above, the researcher would like to answer the following question below:

1. Can the use of pictures cards improve English vocabulary mastery for theseventh grade students ofSMP Nurul Islam Jati Agung?
2. How is the implementation of teaching vocabulary by using pictures cards?

### **1.3 Purpose of the Study**

The purpose of this study is as follows:

- 1.To find out whether the use of pictures cards can improve the students' vocabulary mastery atthe seventh grade students of SMP Nurul Islam Jati Agung.
2. To see the process of the teaching vocabulary by using pictures cards.

### **1.4 Uses of the Research**

This result of the research can be used as follows :

Theoretical uses :

1. To verify the previous theory dealing with the theories of pictures cards.
2. To support and extend the previous theory about pictures cards in teaching vocabulary.

Practicaluses :

1. To develop students' achievement by using pictures cards
2. As a help to students in improving their vocabulary

### **1.5 Scope of the Study**

The scope of this research needs to be elaborated as following to avoid miss perception dealing with this research. The subjects of this research at the seventh grade students of SMP Nurul Islam Jati Agung South Lampung which consists of 25 students. This research was conducted in the second semester of the academic year 2013/2014. This class was taken as the subjects because most of the students of this class have already learned basic vocabulary in their extra curriculum class and most of them failed in doing vocabulary test in middle test, because they have a little vocabulary mastery. This research was conducted to improve the students' vocabulary.

In this research, the writer limited teaching vocabulary about content words, which consist of noun and verb. The researcher proposed to focus only on noun and verb in this research, because content words were the most important parts of vocabulary.

### **1.6 Significance of The Study**

This study is hoped to be useful to:

- a. Encourage the English teachers to use many kinds of picture in teaching English for vocabulary.
- b. Help the young learner to learn English vocabulary easily through pictures.

- c. Give more experience or input for readers that pictures can be used as a technique in teaching English vocabulary.

## **1.7 Definition of Key Terms**

To avoid misunderstanding of some words in this research, it is important to give some explanations or definitions as follows:

### **1. Picture**

Picture is a representation (as Person, landscape, and building) on canvas, paper, or other surfaces produced by printing, drawing, or photography (Webster, 1961:m1711).

### **2. Media**

In the development of education and technology, a teacher must potentially have enough knowledge about teaching aids (Arsyad, 2006). He also said that teaching media are equipment physically used to deliver a lesson such as book, tape recorder, film, slide, picture, graphic, television, computer, etc. Moreover, media are components of learning sources that motivated students to learn.

### **3. Vocabulary**

According to Aeborsold and Field (1997) classified vocabulary into active and passive vocabulary.

- a. Active vocabulary refers to put items, which the learner can use appropriately speaking or writing and it is also called as productive vocabulary.
- b. Passive vocabulary refers to language items that can be recognized and understood in the context of reading or listening and also called as receptive vocabulary.