I. INTRODUCTION

1.1 Background of the Problem

English is one of international languages that we need to master for our future use. Nowadays, as we know, English has been taught from kindergarten or elementary school because it is important to learn English from the early age. Children between birth and somewhere around the age when a child enters puberty can more easily acquire language than post-pubescent children (Brown, 1994).

Teaching English at elementary school is not an easy matter so that a good teacher should be able to choose appropriate techniques and to select the materials which are relevant to the student condition based on their needs and age.

Harris (1969:1) states that in order to be successful in the English program, it requires more important teaching standards. They are referring to the teachers' ability, the methodology used, the teaching materials, facilities, students" ability and technique applied.

Language consists of language aspects and language skills. Language aspects are: phonology, structure, and vocabulary. Whereas, language skills are: listening speaking, reading, and writing. Vocabulary is the base of language skill.

Finnochiaro (1967) says that the essential area of language learning is the lexicon or vocabulary of the language. It means that learning a language, in this case English, should be started from learning vocabulary. Vocabulary becomes so important because it is the base of learning a language. By knowing many vocabularies we can communicate to other whether in written or oral form. Since the vocabulary is the base of the language, in order for the students at elementary school to be able use the language (English) in very simple communicative expression, the teaching should be begun from the teaching vocabulary.

Among many techniques that can be applied in teaching vocabulary, in this research *logico* would be compared with translation. The reason is that translation belongs to Grammar Translation Method is still widely used in Indonesia by English teachers until now, where the students are supposed to be able to read a reading passage written in the target language, translate the target language into the students' native language and memorize it. This translation technique would be compared with *logico* teaching learning media, because *logico* is one of the teaching learning media that can be used in teaching English vocabulary. *Logico* can motivate the students to learn language because *Logico* uses picture. *Logico* is a kind of media that uses a board and a picture, where the picture is one of the visual aids as anything visible which help the students to learn language more quickly and more accurately. It means that picture can facilitate the students to learn language, since the students see the thing being learned. These techniques are chosen because both have been using in the teaching learning process where translation is one of the conventional vocabulary learning strategies that is usually

used in teaching English and *Logico* is the new one. This research has compare the two techniques to find out the difference of vocabulary achievement resulted in after their application. The focus was on students' vocabulary achievement because teaching English at elementary school is limited on introduction of vocabulary and simple communicative expressions which are appropriate with the students' development in the English language acquisition.

The research has been conducted at SD Negeri 6 Metro Pusat at the third year students, because there had not been any research on teaching vocabulary through *Logico* and translation conducted in the school before.

From the explanation above, the writer entitles the research" A comparative study of students' vocabulary achievement between the students who are taught through *Logico* and those taught through translation at SD Negeri 6 Metro Pusat.

1.2 Formulation of the Problem

The background had led us to the following problem:

"Is there any significant difference of students' vocabulary mastery in terms of nouns between students who are taught through *Logico* and those taught through translation?"

1.3 Objectives

The objective of this research was:

"To find out whether there is a significant difference of students' vocabulary mastery in terms of nouns between students who are taught through *Logico* and those taught through translation."

1. 4 Uses of the Research

The uses of this research are:

1. Theoretically, the result of the research can contribute useful information to future quantitative research with the similar problem of vocabulary mastery.

2. Practically, this research will function as an alternative strategy for teaching vocabulary.

1. 5 Scope of the Research

This research is quantitative and has been conducted for three weeks at SD Negeri 6 Metro Pusat.

The materials used in this research were the vocabulary that refers to noun. Nouns are divided into concrete noun and abstract noun. Only concrete noun in terms of animals' name, fruits and tools were used in this research.