

## **I. INTRODUCTION**

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

Language is essential to community, because people communicate with others using language as means of communication. Each person uses a certain language in order to communicate with other persons in his community. Without language, people will find difficulties to communicate with other people.

In our country, English is the first foreign language which must be taught in SMP level. According to English Curriculum of junior high school (KTSP) for English subject, there are four language skills namely: writing, speaking, reading, and listening. There are also language components: vocabulary, spelling, and structure. One of the goals of teaching English stated English Curriculum of junior high school is that students can master a number of vocabularies to support the language skills which must be learned.

Based on first grade of junior high school syllabus, students are given various texts such as descriptive, procedures and narrative. In language learning process, vocabulary plays an important role in understanding a language. Learning language means learning the words of language. Wallace (1989:9) says that vocabulary is the vital aspect of language. There is no language without

vocabulary. Furthermore, Scott Thornbury (2002:13) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

Murcia (1987:253) says that students often claim that their primary problem in acquiring English is lack of vocabulary. Tarigan (1988:2) says that the students who are rich in vocabulary are better in mastering the language than the poor ones. In fact, some English teachers usually give an opinion that the students fail in the learning English, because of lower students' competence of vocabulary

Based on her teaching learning process in SMPN10 Bandar Lampung (2010), she found that the students lack of vocabulary. Not all of the students, but most of the students lack of vocabulary. They could not pass mastery learning (Kriteria Ketuntasan Minimal) score of SMPN 10 Bandar Lampung, that is, 6, 5. This is caused by some several reasons; first they did not have interest to learn English. It seems that; English is difficult and scary thing to learn. That's why the students felt bored and the class was not fun in learning English. Second, their English teacher taught English in a stiff way. When the teaching learning process started, she found that most of students could not understand the vocabulary. Third, it was difficult for students to keep in mind that they actually have learnt from a list of words, they would forget them soon.

Based on English Curriculum of Junior High School (School Based Curriculum) graduates of SMP students are supposed to master approximately 600 to 1500 words but in the reality, there are so many students who cannot reach it. It is

supported by Arifator Rohmaniyah (2003:29), in his research he found that majority of junior high school students can not reach 1500 of the high frequency word after they have learned English for 3 years in junior high school.

It is teachers' responsibility to determine an appropriate technique which is easier and more useful for teaching vocabulary, so that the students will be interested in learning English. In addition, an alternative way of teaching vocabulary is really needed. The writer realizes that an interesting way can encourage students to learn vocabulary more easily. According to Napa (1991), there are many ways which can be used to develop students' vocabulary achievement. One of the way is English teacher should provide students with opportunities for meaningful communicative behavior about relevant topic which can promote interaction in teaching vocabulary. Rivers (1987: 4-5) states through interaction students could increase their language store as they listen to or read authentic linguistics material or even the output of the fellow students in discussion, problem solving tasks or dialogues journals. In interaction, students can use all of their possession of the language-all they have learned or casually absorbed-in real life exchanges. Interaction in language classroom will lead the learners to better learning, and will activate their competence (Malamah-Thomas, 1987:45)

Among many techniques that can be applied in teaching and increasing the students' vocabulary achievement, it's better for the teacher to consider techniques which are interesting and effective in teaching vocabulary, so that the teaching vocabulary will be useful and enable the students to achieve as many

vocabulary as they can. From the assumption, the writer would like to solve the problem by having a comparative study between two techniques. Here, the writer attempts to use Information Gap technique and Translation Technique for teaching vocabulary, to find out one which is better for teaching and increasing the students' vocabulary achievement.

These two techniques would be compared in SMP and made the materials more challenging and interesting. The reason is that translation 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.

In addition Cat ford (1965) says that translation is the replacement of textual material in one language (source language) by equivalent textual material in another language (target language). Furthermore, Richard (1976) says that translation is a general term referring to the transfer of thought and ideas from one language (source language) to other language (target language) whether the language in written or spoken form. Students have a challenge to find out and memorize fast some new vocabularies so that they can focus and give more attention to the lesson or material.

This translation technique would be compared with Information Gap technique. The reason is that Information Gap Technique is interesting and enjoyable technique that can be used in teaching vocabulary. Information Gap technique will

be done in pairs or group so that the students can do the task in group or in pairs. Information Gap technique is an activity where learners miss the information they need to complete a task and need to talk to each other to find it. According to Nue & Reeser (1997), in information gap activity, one person has certain information that must be shared with others in order to solve a problem, gather information or make decisions.

In addition Dorit Sasson (2008) says that information gap activities are those in which students exchange information in order to complete a required lesson plan activity. Information gap technique is effective technique for learning English. Furthermore, Vicka's research (2008:29) proved that information gap technique can be an interesting technique both for the students and the teacher. This made the students enjoy the learning activity. It means that by using information gap technique, the teacher help their students to transfer their knowledge in practicing their vocabulary.

Based on the explanation above, the teacher should be able to choose the appropriate technique which can help students to learn vocabulary easily. Therefore, in this research, the writer proposes Information Gap Technique and Translation Technique to be used in teaching learning process. In order to find out which technique is better, the writer compares Information Gap Technique and Translation Technique.

## **1.2 Formulation of the Problem**

Referring to the background above, the writer formulates the research problems as follows:

1. Is there any significant difference of students' vocabulary of Job Achievement between students who are taught through Information Gap Technique and those taught through Translation Technique at first grade of SMPN 10 Bandar Lampung?
2. Which one of the two techniques is better for teaching vocabulary at first grade of SMPN 10 Bandar Lampung?

## **1.3 Objectives of the Research**

The objectives of the research are as follows:

1. To find out whether there is a significant difference of students' vocabulary of job achievement between students who are taught through Information Gap Technique and those taught through Translation Technique at first grade of SMPN 10 Bandar Lampung or not.
2. To determine which one of the two techniques is better for teaching vocabulary at first grade of SMP N 10 Bandar Lampung.

## **1.4 Uses of the Research**

The research is expected to give the following benefits:

1. Theoretically, the result of the research may contribute useful information to the English teachers in teaching vocabulary.

2. Practically, the result of the research can help the English teachers in choosing the alternative technique in teaching vocabulary for their students.

### **1.5 Scope of the Research**

This research was quantitative research. The research has conducted at the First Grade students of SMPN 10 Bandar Lampung. The sample of this research was two classes; one class as the experimental class 1 and the other class as the experimental class 2. The material and evaluation given based on syllabus of junior high school. There were three treatments in this research. This focused on vocabulary of job. The test that used to evaluate the students' achievement were also based on the same material.

### **1.6 Definition of terms**

There are some terms that used in this research and to make it clearly, some definitions of terms are presented as follows:

#### **A. Vocabulary**

Webster (1984) defines vocabulary as a list of words usually arranged alphabetically and defined, explained, or translated into the range language, stock of words person's command. Wallace (1988) states that vocabulary is a vital aspect of language. There is no language without vocabulary. The writer assumed that vocabulary is the basic element of language in form of words in which will make a language meaningful.

## **B. Information Gap Technique**

According to Nue & Reeser (1997), in information gap activity, one person has certain information that must be shared with others in order to solve a problem, gather information or make decisions. In addition Dorit Sasson (2008) says that information gap activities are those in which students exchange information in order to complete a required lesson plan activity.

## **C. Translation Technique**

Translation is a general term referring to the transfer of thought and ideas from one language (source of language) to other language (target language) whether the language in written or spoken forms (Richard, 1976:1).