CHAPTER I
INTRODUCTION

In regards to discuss the content of this study, the researcher is going to give the introduction section in this first chapter. It covers some points. They are background of study, statement of problem, purpose of the study, significance of the study, scope and limitation, and definition of key terms. Each section is presented as below:

1.1 Background of the Study

As a student of teacher training and education faculty who has experienced PPL 2, the researcher thinks that being a teacher is not easy, especially in teaching English as a foreign language to young learners. Good technique is needed to make the students understand or even interested on learning English. Teaching is not only about explaining the lesson and giving some tasks to the students. In his book, Brown promotes that, “Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning” (2007: 8). In line with the Brown’s statement, Grenfell (1999: 50) argues that in adopting such responsibilities, teachers can help students fulfill their potential by teaching students how to become more successful language learners. From those statements above, the researcher may conclude that being a teacher has to have the ability to guide, facilitate, make the learners enable to learn, and set the learning condition for the students. The researcher asserts that teaching English as a foreign language is more difficult to do than teaching the students who have English as their second language. This assumption comes to the understanding
due to the facts that students who have English as a foreign language will have more confusion to understand the meaning. As a result, English teachers need a technique to make the students understand and solve the confusion in their mind about the materials.

Technique is a tool for a teacher in teaching to make the students more interested, understand or active in the class. As Brown states, “Technique is any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives” (2001: 16). In other words, teaching technique is several activities used by teacher in language classroom to attain the successful of learning process.

Teacher who teaches English as a foreign language is important to have a good language skill in reading, speaking, listening and writing because if there is one mistake made by the teacher, the students can do so in years until they realize that it is a mistake. To teach English as a foreign language is not easy for a teacher especially for non-native teacher, because the teacher should have an ability to pronounce the word correctly. If the pronunciation is wrong, so the information or the material cannot be delivered successfully. Not only a good pronunciation, but also good grammar and vocabulary are the language components that important to be owned by an English teacher. In other words, the teacher should have language skill and language components to master. All of these language skills and language components have its own goals. Reaching the goals sometimes the teacher will have some problems, the major problems are the students will not understand teacher’s explanation or the students are afraid or hesitant to speak because of their limited vocabulary.
Vocabulary is an important thing in communication. Riyanto explains that, “the ability to express our idea or thought in English orally or in written form is very much influenced by the number of vocabulary that we have known and understood. (2010: VI). Whatever language skills that exist, they all need vocabulary mastery. For example in writing skill, the students cannot understand or get an idea of a text if they have a view of vocabulary, otherwise they can understand those things if they have good vocabulary mastery, besides they do not have to open or reopen their dictionary to check the vocabulary because they already have it in their mind. Second, in speaking skill, a student with very limited vocabulary will have misunderstanding when they speak in English, not only because they do not understand their partner’s words but also because they cannot express their idea or thought. Third, in reading skill, when a student with good vocabulary mastery reads a book, novel, or any text in English, they will comprehend the content, otherwise a student with very limited vocabulary will not comprehend the book, novel or English text they want to read. Last, in listening skill, having good vocabulary mastery can make the students understand any things such as when a student watching a western movie, watching English news, or any instructions in some international public places.

Based on the explanation above, the researcher would like to do a study about vocabulary, it is focused on the comparative study on vocabulary teaching technique at SMP Muhammadiyah 2 Malang. SMP Muhammadiyah 2 Malang which is located in Letjen Sutoyo Street no 68 Malang and is also called an Innovation School since school year 2010-2011. This school has seven classes, there are three classes for the first grade, three classes for the second grade, and
three classes for the third grade. Three of nine excellent programs in SMP Muhammadiyah 2 Malang are IT based learning (LCD, Internet, and Wi-Fi), Inclusive education (Children with special needs), and praying guidance and reading holy Qur’an correctly. The researcher does this study to know which teaching technique that can improve students’ vocabulary mastery by using translating story and pictures in the learning process, and the result of this study may give some important knowledge as references for the other researchers.

1.2 Statement of Problem

In line with the background of the study and the need to construct the inquiry of knowledge in this topic, the writer formulates a research question. It is:

1. Does using picture excel the translating story teaching technique on students’ vocabulary mastery?

1.3 Purpose of the Study

In line with the research question formulated above, the researcher also designs the purpose of the present study as:

1. To know the more effective teaching technique on students’ vocabulary mastery between using picture and translating story.
1.4 **Significance of Study**

To make the readers understand the terms used in this study easily, the researcher would like to present several definitions of the key terms as follows:

1. **For the teacher:** This study is expected to be a reference mainly for English teacher who wants to use a technique in teaching English to improve students’ vocabulary mastery.

2. **For the students:** Hopefully, the result of this study will help the student how to improve their vocabulary mastery whether using picture or translating story in teaching technique.

3. **For the researchers:** The result of this study is expected to encourage and give input to the readers to know which is the best teaching technique between using picture and translating story to improve students’ vocabulary mastery.

1.5 **Scope and Limitation**

Based on preceding statement in the statement of problem, the researcher considers to make the scope and limitation of this study. The scope of this study focuses on the using of picture and translating story, a technique to improve students’ vocabulary mastery. Meanwhile, the limitation of this study is on the subject that is at SMP Muhammadiyah 2 Malang at the 1st grade of 2015.
1.6 Definition of Key Terms

To avoid the misinterpretations, defining the key terms as follows is needed:

1. **Comparative:**
   a. Comparative means to do a comparison between different things. According to Oshima and Hogue, “Comparison is a technique that we use every day. For example, we compare courses and teachers when we decide which class to take. We compare products and prices when we shop. An employer compares applicants for job, and a job applicant compares job offers.” (2007: 109)
   b. In term of research, comparative helps the researcher to identify the similarities or the differences in the result of two or more cases. As Neuman states that comparison examine pattern of the similarities or the differences across cases and try to come to terms with diversity (2000:401).

2. **Vocabulary:**

Vocabulary is a necessary ingredient for all communication. Language learners encounter vocabulary on a daily basis, and must be able to acquire and retain it. (Guilloteau, 2010).

3. **Teaching technique:**
   a. Teaching: “Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning” (Brown, 2007).
   b. Technique: Technique is any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives. (Brown, 2001)
So, teaching technique means a wide variety of exercise, activities, or tasks used by a teacher in guiding the students to attain the successful learning process.

So, in this chapter the writer has introduced the basic information about the study. They are background of study, statement of problem, purpose of the study, significance of the study, scope and limitation, and definition of key terms. The chapter two will discuss about review of related literature dealing with this study.