**CHAPTER I**

**INTRODUCTION**

In this chapter the researcher serve seven topics related to the study. Those topic cover background of the research, research problems, objectives of the research, research hypothesis, significance of the research, scope of the study, and definition of key term.

1. **Background of the research**

Vocabulary is a part of language teaching that is important to master, especially when English is learnt later in life as a second or foreign language. Studying a language, cannot be separated from studying vocabulary since it is an essential part of language. It is a base to improve both productive skills (speaking and writing) and receptive skills (reading and listening). The students will master the four skills if they have knowledge and skills about vocabulary. Without vocabulary, students cannot understand the meaning of a sentence and what people say, even they cannot speak, write, read, and listen. Therefore, it is a crucial part that has to be mastered before the students master the four skills in English.

Other benefits of learning vocabulary are vocabulary can improve people public skill. If you speak in front of public area, then you use the same vocabulary words over and over till the audience will get very boring and sometimes sleepy or even escape from you because of you just used say like that by using same words. From the case above, the researcher suggest that if you want to speak in front of the audience, you may not the same vocabulary words. In other hand, you must prepare that support your speech like memorize many vocabularies then you have a large vocabulary. If you comprehend all of vocabulary and didn’t use the words so, you can keep your audience interested since you are speaking. Moreover, from large vocabulary will keep you informed on every period. Many people ignore to read the text or sometimes book that written by English language because they didn’t understand about all the words that they will read. It can be embarrassing moment and even destroying, if you found on that situation where every people is using the words that you don’t know. It is possible that vocabulary can deliver your message well, with many vocabularies can master speaking skill so that you can communicate well. Moreover, have a large vocabulary make every people understanding clearly what you speak, so they cannot confuse what you are speaking.

Vocabulary is one of language elements considered necessary for language mastery, besides grammar and pronunciation. In language teaching and learning, it is a base to teach vocabulary. Vocabulary teaching aims at enabling learners to understand the concepts of unfamiliar words, gain a greater number of words, and use words successfully for communicative purposes. Moreover, it is needed in order to improve the students’ skills in speaking, writing, reading, and listening.

It is very important to teach vocabulary in language teaching and learning process. A teacher should be able to make the students get spirits in learning foreign language vocabulary, so they are motivated in studying English. However, teaching vocabulary to children is different from teaching vocabulary to adults since adults have wider knowledge of English than children do. Teaching vocabulary to children is more difficult than to adults since some of them sometimes do not know about the form of the words. They also sometimes cannot guess the form of words meant by the teacher. They need more actions to be successful in studying English, especially in vocabulary. Therefore, the teacher should create appropriate ways to build students’ vocabulary.

There are many techniques that can be used by teachers to teach vocabulary. The teacher may use one or more of the following techniques of teaching vocabulary. These techniques can motivate the students to learn English. Some of the techniques are using song, crossword puzzles, games, and pictures. Pictures are one of the media of teaching vocabulary that can show people, place, and things that are far from people. They are things that can make people understand about something. The use of pictures can give a great help to the teacher in the classroom. A student cannot always successfully learn English just by listening to the teacher or by reading many books on English lesson. However, it does not mean than reading books or listening to the teacher is not necessary for them. Therefore, the researcher use one of media to teach, for example pictures in teaching vocabulary to the students of the beginner level.

The extent pictures can provide clue that may help determine their usefulness in teaching. They are very useful in teaching vocabulary since they can be used to show the real form of the words. Moreover, the procedures of making pictures are easy, cheap, and simple. Pictures are also everlasting and can appropriate with other topics. They can also be found everywhere, so when teacher does not want to make them, he or she can find them easily on the books, internet and wall advertisement. He or she may take a photo that he or she wants to be his or her picture in the teaching and learning process.

There are many kinds of pictures which can help the teachers to teach vocabulary in teaching and learning process. It is very interesting since the students will enjoy in the teaching and learning process. This is the reasons why pictures are used in teaching vocabulary. The first, pictures loose the students’ boredom. Monotonous teaching makes the students bored, sleepy, lost attention and they will be free if the bell ring. They often look at the time at their watch or wall clock in the classroom. They hope the lesson finish as soon as possible.

To control and handle this situation, pictures can be used as a media to motivate the students in the classroom. Next, pictures give a challenge to solve the problem in happy situation means people do not like looking for the problems they will seek the way out to challenge or to overcome their problems. The students think that the difficult subject makes them afraid of following it. Pictures can solve this problem because it can make students in happy situation. The last, pictures make the teacher to be creative means the teacher is challenged to have some collection of pictures. The teacher should plan the instruction design and learning activities in the classroom. Therefore, the teacher can stimulate the students in an active way and urge them to take a part in the classroom activities.

The research about mastering vocabulary by using pictures is not the time on the research world. Now, the researcher will show about the previous study. For the first previous study is used pre-experimental research. Pre-experimental research design that she used is a research procedure that has no control group. Analyzing the result of pre and post test can see the influence of the treatment. The instrument that she used is test. On her research, she conducted twice treatment, so could make the result of post test was significantly. The average vocabulary score before treatment (pre-test) was 3.99 (low) and the score after treatment (post-test) was 8.81 (high). Based on the data, the result of post-test is higher than the score of pre-test. It means that there is a rising in students score after using pictures in learning vocabulary. In this research the alternative hypothesis is accepted and the null hypothesis is rejected. In other words the picture is effective to use in improving the students vocabulary in her school. The last previous study conducted in the form of a survey (qualitative in nature). The instruments that she used are observation guide and check list. This research will be assisted by her fellow teachers as informants and observer. The classroom implementation, teaching procedures were elaborated in tree stages. There were presentation stage, practice stage and production stage. Presentation stage is the teacher greets the students and ask the condition, tells the students what are they going to learn at that day, then ask question about the topics to trigger the students knowledge, like “ do you what is this?” (in this case teacher point to the pictures of house part) the teacher also explain a bit about the topic and drills the students pronunciation and the meanings part of house. Practice stage, in this stage the teacher gives the students two kinds of exercises those are drawing a house by using “dot to dot” then coloring the picture, and mention parts of house then tell about it. The last stage is production stage. In this occasion the teacher give an evaluation in listening test. The result of the research when the teacher’s and her fellow teacher’s who act as observer thinks that the used of pictures could attract the students motivation in learning activity, it could be seen from three times observation and only one student was not interested because has semi autism problem. According to the table we could see that the students were not boring at all and the students looked more active to ask and answer the questions. It is true that the atmosphere in teaching and learning getting more active by using pictures.

Based on this paper, the researcher’s reason why choose this topics are, to help the students to enrich their vocabulary, due to from the vocabulary they can communicate with foreign not only this but also they can read or understand message that using English. To help students to expand vocabulary in order that they can comprehend all skills of language, so if they enrich vocabulary they can easy to understand every material from listening, speaking, reading and writing skill. To make the students easy to memorize vocabulary by giving stimulation. Even, if they didn’t know about the meaning of picture, then they see the picture absolutely they can remind about the meaning of the pictures. Pictures are as stimulation to them. So, the researcher conduct on the effectiveness of using picture technique toward students’ vocabulary in the first grade of MTsN Aryojeding.

**B. Research problem**

1. How are students vocabulary before being taught by using pictures technique in the first grade of students at MTsN Aryojeding Tulungagung 2013/2014?

2. How are students vocabulary after being taught by using pictures technique in the first grade of students at MTsN Aryojeding Tulungagung 2013/2014?

3. Are there any significant difference after and before being taught by using pictures technique in the first grade of students at MTsN Aryojeding Tulungagung 2013/2014?

**C. Objective of the research**

* To investigate the students vocabulary before taught by using pictures technique.
* To investigate the students vocabulary after taught by using pictures technique.
* To investigate if there is any difference significant after and before taught by using pictures technique.

**D. Research hypothesis**

A research hypothesis is states the expected relationship or difference between two variables, in other words, what relationship the researcher expects to verify through the collection and analysis of data.

One solution is to state two hypotheses, declarative research hypothesis (alternative hypotheses) that communicates your true expectation, and statistical null hypotheses that permit precise statistical testing.

The researcher uses two kinds of hypotheses formulated to be tested, they are null hypotheses (Ho), and alternative hypotheses (Hi):

1. The null hypotheses (Ho)

There is no significant influence of pictures technique toward students’ vocabulary in the first grade of students at MTsN Aryojedng.

1. The alternative hypotheses (Hi)

There is significant influence of pictures technique towards students’ vocabulary in the first grade of students at MTsN Aryojeding.

**E. Significance of the research**

1. For institute or school:

* The teacher of MTsN Aryojeding will increase the knowledge about vocabulary teaching technique.
* Next, and make the students get varies vocabulary teaching technique, so that can increase the interest and also can increase the value of English lesson.

1. For the teachers:

* Teachers can apply the pictures technique to make students enrich vocabulary.
* Teachers can teach how to enrich vocabulary but didn’t make the students confuse the vocabulary.
* Teacher can make the students enjoy and to memorize the vocabulary, for the teachers give pictures or clue.

1. For another researchers:

* The writer hoped that the other teacher can follow this technique to prove student vocabulary. Improving vocabulary also can comprehend all skill in English.

**F. Scope of the research**

I want to get the information on the students of the first grade at MTsN Aryojeding and will be given treatment by having pictures technique to make the students mastered vocabulary.

In this paper the writer concert to study the effectiveness of using pictures technique to prove students vocabulary easily, because from the pictures the students can imagination what they see on the pictures.

**G. Definition of key term**

**Vocabulary**

According to Hornby (2005,1) vocabulary is all of word that available in certain language, the compilation words of speaker or writer, that use for in knowledge field, a mount of number which create a language.

**Pictures**

Pictures is the media of communication which can show people, places and things that are far from us.