

CHAPTER I

INTRODUCTION

This chapter presents the background of the research, the problem of the research, the objective of the research, operational of the terms, the significance of the research, the scope and limitation of the research.

1.1 Background of the Research

English in our country is used as a foreign language after Indonesian as the official language. Slowly but sure English has become an indispensable part of our lives because of its position in our daily lives. To make English become more familiar in our country, English has been selected as a compulsory subject in our educational system starting from Elementary School until University. Government designed the best curriculum in our education system, but until now the result of it is still far from satisfactory.

We know that there are four important skills in language, they are listening, speaking, reading and writing. All of those are also supported by language component, such as structure, vocabulary and pronunciation. If someone does not understand structure, vocabulary and pronunciations of language, then it is useless for him or her to study that language.

In learning all language skills and other language components, vocabulary takes important roles since it always takes a part. It gives contribution to the learners to perform or practice their skills better. Mehta (2009:1) states that “vocabulary is the first and foremost important step in language acquisition.” It

means that in learning foreign languages, students usually learn vocabulary first before they master more complex structure. It is impossible for the learners to perform their English well if their vocabularies are very poor. They will find many difficulties in expressing or mastering their languages skills because of having too limited vocabularies. Therefore, vocabulary must be on the first priority in English language teaching and learning because acquisition of a large number of vocabularies can help the students read, speak, listen, and write. Richard and Renandya (2002:255) suggest that “vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.”

In teaching vocabulary, a teacher needs to use proper technique in order to help his students have good understanding on new words being learned. Nation (1990) in Cameron (2001:85) lists some basic techniques by which teachers can explain the meanings of new words. Mastering vocabulary is the ability to get or receive a lot of words. By having and mastering vocabulary we will know the meaning of vocabulary in the context. A good vocabulary and ability to use word correctly and actively can help the students make school work easier and rewarding. Many Indonesian students still have difficulties in memorizing the vocabulary in a large amount and they forget them easily. As an English teacher, we should be creative to find a good way to help them enrich their vocabulary and do not force them to memorize one by one of words. All the languages have words,” we can say as a foreign learner, the students should know first about the English words and its meaning in learning English language. This is why vocabulary achievement is the basic thing which the students should reach to start

in learning English. By having a large reserve of words, the students will be able to master other English language skills.

On the other hand, some of those media and games need uneasy things to be prepared, so the English teachers rather choose the simple one without bringing down the effectiveness of the teaching learning process. Thus, we can make a line that stick figures is the best answer of what the English teachers' needs. Simpson (2000:2) says, "A reasonable stick figure at this point should contain a midline for the spine, two arms, two legs, and a circle for the head". It can be identified that stick figure is a simple picture or a crude drawing of person or animal with some lines for the torso, arms, legs and a circle for the head. It is a kind of a simple drawing that everyone can try to achieve the vocabulary easily and in the same time, it can get students' attention. As Doff (2000:17) states that drawing stick figures are a good way to teach the vocabulary to the students, it is easy to be drawn on the blackboard without taking too much time. Therefore, we can conclude that stick figures are the most suitable media to help the students to improve their vocabulary achievement to be better.

Stick figures could improve the students' vocabulary achievement; it had been proved by the previous research which was conducted by Gita Ayu Mareta entitled "Improving VIII-A Students' Vocabulary by Using Stick Figures at SMP Negeri 1 Jelbuk Jember". Gita Ayu Mareta (2015:3) found that teaching vocabulary to the eight grade students' at SMP Negeri 1 Jelbuk Jember through stick figures could improve the students' vocabulary achievement. It could be seen from the results of the students' active participation during the vocabulary learning process and the students' vocabulary achievement test result. In line with

the previous research result, the other research entitled “The Effect of Using Stick Figures on Listening Comprehension Achievement of the Eight Grade Students of SMPN 13 Jember in 2012/2013 Academic Year” by Astuti (2013:47) also proved that by using stick figures, there were a significant effect on the listening comprehension of the eight grade students of SMPN 13 Jember in 2012/2013 academic year, it showed that the students who were taught by using stick figures on she experimental group had better achievement than the students in the control group who did not get stick figures on listening comprehension.

To make the research problem clearer, the researcher interviewed the English teacher of eight grade at SMP Satya Dharma Balung Jember at March 12th, 2016. Based on the interview results, the researcher knew that VIII-A students had the lowest score of English subject in the semester test among the other VIII grade classes. The students of VIII-A had the lowest mean score, it was 65, which could not reach the minimum requirement standard score of the English subject, and it was 70. There were only 12 students who got ≥ 70 while the rest 6 students got ≤ 70 . The English teacher said that it happened because the students of VIII-A mostly lacked vocabulary. It could be caused by some factors: (1) they were not motivated to learn English because there was not interesting media which was used in the teaching learning process, (2) they were usually taught by using the students’ worksheets (LKS), so when they did not know about some words, (3) they felt lazy to find its meaning by themselves. Then, the researcher observed the VIII-A students’ condition while they were in teaching learning process of English subject at March 12th, 2016. The observation’s result showed that there were some students who did not follow the teaching learning process

properly, they were often busy with their friends rather than paid attention to the teacher's explanation. The researcher identified their acts as a reaction because they were bored in the class when the teacher taught them by using an old and ordinary way in teaching English, which was the learning lecturing technique.

Based on the interview and the class observation results in the previous paragraph, the researcher thought that the students need something new and attractive in the English class, so they would be more motivated to follow the teaching and learning process and they could improve their knowledge in English especially for their vocabulary achievement. The explanations above were the reasons why the researcher was interested to conduct a classroom activity research entitled "IMPROVING VIII-A STUDENTS' VOCABULARY ACHIEVEMENT BY USING STICK FIGURES IN NARRATIVE TEXT AT SMP SATYA DHARMA BALUNG JEMBER".

1.2 Problem of the Research

The problems of the Research are formulated as follows:

1. How can the use of stick figures improve the eight grade students' active participation in narrative text at SMP Satya Dharma Balung Jember?
2. How can the use of stick figures improve the eight grade students' vocabulary achievement in narrative text at SMP Satya Dharma Balung Jember in the 2015/2016 academic year?

1.3 Objective of the Research

From the research problem above, the objectives of this research were formulated as follows:

1. To know to improve student's active participant in the teaching and learning process of vocabulary achievement by using stick figures in narrative text at SMP Satya Dharma Balung Jember in the 2015/2016 academic year.
2. To know how to improve the eight grade students' vocabulary by using stick figures in narrative text at SMP Satya Dharma Balung-Jember in the 2015/2016 academic year.

1.4 Operational of the Terms

Operational definitions are a guideline to understand the key terms used in the title of the research. The terms defined operationally are stick figures, and vocabulary.

1.4.1 Stick Figure

The stick figure is a simple drawing style, which is used to depict brief human motion. It is very easy to draw, even as children can do it without any training and can expressive a wide range of human motion well.

1.4.2 Vocabulary

Vocabulary is all the words known and used by a particular person.

1.5 Significance of the Research

The results of the research are expected to give significance to the following people:

1.5.1 The English Teacher

Hopefully, this research results can be an input to improve the quality of English teaching learning process, especially for the English teacher at SMP Satya

Dharma Balung-Jember to improve the students' vocabulary achievement by using stick figure in narrative text.

1.5.2 The Students

Hopefully, the action of the research can give the students a new way in learning vocabulary by using stick figure, so it can make the students' vocabulary achievement by using stick figure in narrative text improve.

1.5.3 The Future Researcher

The writer is aware that the research is not the end of the problems being studied. The writer does hope that the findings of the research will be used as starting point of the next research on similar problems. There are many other instructional media that can be used in Teaching English to make the lesson more interesting and more enjoyable.

1.6 Scope and Limitation of the Research

The scope of the research is using stick figures in teaching learning process to improve the students' vocabulary achievement. The research will be conducted at VIII-A grade of SMP Satya Dharma, which is located on Balung-Jember. The subject of the research is VIII-A grade students' of SMP Satya Dharma Balung-Jember who were in the second semester by the 2015/2016 academic year. There are 18 students in VIII-A grade.