

CHAPTER I

INTRODUCTION

This chapter presents the background of the research, research problem, purpose of the research, operational definition, significance of the research, and the scope of the research.

1.1 Background of the Research

English has become the standard of communication in the world. It is important for everyone to learn English because it is used to communicate over the world, and one of the problems commonly found in learning English is lack of vocabulary. A study of English includes four skills, they are writing, reading, speaking, and listening and also has components namely vocabulary and grammar. Vocabulary as one of the language component is very important than the other components. It is impossible to master one of English skills without mastering vocabulary. According to Wilkins in Thornbury (2002, p. 13) without grammar very little can be conveyed, without vocabulary nothing can be conveyed. If we are lack of vocabularies, it will be hard for us to understand English.

Vocabulary is the core component of language. Vocabulary is not only learning about definition, but also learning about the accuracy of meaning in sentences. According to Manurung in Mar'atul (2006, p. 4) the ability to speak, listen read, and write English depends on the mastery of vocabulary and grammar. So, it can be assumed that vocabulary is important in language learning. Without vocabulary we are not able to speak, produce or understanding what people say.

In other words, vocabulary is the basic component of English that supports the four skills in English.

Teaching English at the first grade of Junior High School especially vocabulary lesson is not easy because of their low mastery in English vocabulary. Based on the preliminary study and interview with the English teacher of SMP Muhammadiyah 7 Tamansari on April, 9th 2019, the teacher said that the result of students' vocabulary achievement did not reach the target score. The students were less motivated to learn English and their ability in speaking and writing is low because they were lack of vocabulary. It is due to several factors such as the media or method used by the English teacher was less attractive and the teacher also never used picture as media in teaching vocabulary. Megawati & Mandarani in Megawati (2016, p. 150) argue that the difficulties frequently faced by students when speaking English is the lack of English vocabulary.

In order to solve the lack of vocabulary, the teaching and learning process should be improved. The teachers should find ways or effective strategy to teach vocabulary that can make students interested in learning process. Therefore, the teachers can use several media. It's aimed to make the lesson easier and get more interested for the students. In order to improve students vocabulary, teachers are expected to help the students in developing their competence in achieving the target language. The teacher also must provide some suitable and fun media, strategy and method that are expected to help students in improving their vocabulary. It is preferable if the teacher show realia, i.e. the real object that can be found near the class or students' life. The object can be around school or teachers prepare them from their homes before teaching. Whenever, the realia are

difficult to find sometimes impossible to bring the object (animals, vehicles, or other big things) to the classroom. The teachers may give the model or miniature, or it can be changed into picture instead of the realia. Zebrowska in Aksoy (2006, p. 16) states that the learners remember better the material that has been presented by means visual aids.

Teaching vocabulary using picture makes teaching and learning fun, enjoyable, interesting and increase students' vocabulary achievement. A picture can be painting, drawing, sketch, or any work art. According to Wright (1989, p. 2-3), in teaching language pictures contribute to the following points: (1) Interest and motivation; (2) a sense of the language; (3) a specific reference point or stimulus. Further, he also says that pictures can be used by the teachers in the classroom because they are easy to prepare, easy to recognise, interesting, meaningful, authentic, and easy to collect.

This research aims to improve students' vocabulary through composite picture. It can be used to help students learning English vocabulary. Wright (1989, p. 198) defines composite picture as a picture which has a lot of information. Composite picture help to attract students' attention and to show the vocabulary in visual images. They can see certain scene include location, activities or events done by some people.

Based on the explanation above, the researcher wants to conduct the research about improving students' vocabulary through composite picture entitled "Improving Students' Vocabulary Mastery by Using Composite Picture at First Grade Students of SMP Muhammadiyah 7 Wuluhan, in 2018/2019 Academic Year"

1.2 Problem of the Research

Based on the background of the research above, the problem of the research can be formulated as “How can the use of Composite Picture improve the VII grade students’ vocabulary mastery of SMP Muhammadiyah 7 Wuluhan, in 2018/2019 Academic Year?”

1.3 Purpose of the Research

Based on the problem of the research above, the purpose of the research is to improve students’ vocabulary mastery by using Composite Picture at VII grade students of SMP Muhammadiyah 7 Wuluhan, in 2018/2019 Academic Year.

1.4 Operational Definition of the Term

An operational definition will become a guide to understand the concept of the research. It is important for the readers to get the understanding term that are used in the title. The term that need to be clarified are Vocabulary Mastery and Composite Picture.

1.4.1 Vocabulary Mastery

Vocabulary mastery is the students’ mastering of noun, verb, adjective, etc, and their ability to use them in sentence.

1.4.2 Composite Picture

Composite picture is the picture which has a lot of information on it. It shows scene, certain activities, object, place or location. Composite picture can

help students in improving their vocabulary. In addition, in teaching and learning process composite picture makes students more active and attract their ability to achieve their vocabulary mastery.

1.5 Significance of the Research

The result of this research is expected to provide the following benefits'

1) For Teacher

The result of this reasearch are useful as information to develop the technique and media in improving their performance in teaching and learning process especially in vocabulary.

2) For other researcher

The result of this study can be used as a reference and information for the future researchers to conduct further research of anytopic.

1.6 Scope of the Research

1) Subject of the research

The subject of this research is the VII grade students of SMP Muhammadiyah & Wuluhan in 2018/2019 academic year.

2) Object of the research

The object of this research is the use of composite picture on students' vocabulary mastery, especially noun, verb, and adjective.