

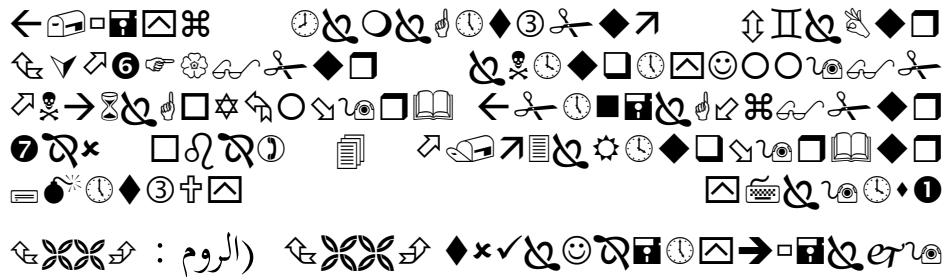
CHAPTER I

INTRODUCTION

A. Background of Research

Language is a primary instrument of the communication among human beings in community. In others words, Language is a tool of communication. By using a language people are able to introduce themselves, convey their messages and express their ideas and written. Therefore language is very important in our life. Language as a means of communication with other people as a tool to express ideas and wishes.¹ All common people in a community understand and speak their language well enough to carry out every activity. Some people in that community cannot read and write, however, by using the language orally, they are still able to cooperate with others.

Every social group has different language, for example, a group of people who were born and live in England, speak English as their native language, and the group of people who were born and live in Indonesia, speak Indonesian. As Allah says in A Holy Qur'an surah Ar-room: 22



“And of His signs are the creation of the heavens and the earth, and the diversity of your tongues and colors: surely there are signs in this for all mankind”.²

¹ Ramelan, *English Phonetics*, (Semarang: UPT Unnes Press, 1997), p. 1.

² Mahmud Y. Zayid, *The Qura'n, : An English Translation of the Meaning of the Quran*, (Beirut Libanon: Dar Al-Choura , 1980), p. 297.

In Indonesia, English is the first foreign language that is considered important to be introduced to students in elementary school, junior high school, and senior high school. Considering the importance of English as one of the international language, the Indonesian Government has decided to include English subject in school curriculum as compulsory subject to be taught in every school.

Based on National Education Curriculum in 2006 called KTSP (Kurikulum Tingkat Satuan Pendidikan), the Indonesian government gives the autonomy to every school to arrange and control it in teaching learning activity. There are four skills that should be mastered by the students, they are listening, speaking, reading, and writing.

Students who want to be able to communicate in English well must have wide range of vocabulary. Vocabulary is one of the important aspects in learning English, without vocabulary nothing can be conveyed.³ Only with sufficient vocabulary the students can express their ideas effectively, can understand the language task and foreign language conversation. With the limited vocabulary the students will have the difficulties in learning and understanding the foreign language. When the students do not know the ways to increase their vocabulary they will lose their interest in learning foreign language, because they cannot understand the foreign language words. So, vocabulary is very important in learning foreign language.

Teaching vocabulary is not easy for teachers, but the students usually get bored of learning this subject. The teacher should device a good exercise or a way of teaching vocabulary, so that children will enjoy and understand the learning process well.

Learning vocabulary at Junior High School can be done through many ways, such as: dictionary, picture, guessing, reading, etc. In this case the writer will take picture in teaching vocabulary, because through picture students can see person, place and thing directly. The use of picture are more efficient and practice than word, they easier to recall and remember than

³ Scott Thornbury, *How to Teach Vocabulary*, (London: Longman,2002), p. 13.

words, further more they expose real life situation although it happen a long time ago.

In this research the researcher uses Picture Word Inductive Model in teaching vocabulary at the seventh grade of MTs Sunan Kalijaga Bawang Batang in the academic year of 2010/2011. Why the researcher chooses the seventh grade of MTs Sunan Kalijaga Bawang Batang because the teacher still uses conventional method when he teach the students. It can make the students very bored in learning of English because they just hear what the teacher said. Picture word inductive model can help the students to memorize the vocabulary. In addition, picture word inductive model can improve their English vocabulary. The Researcher hopes that with PWIM the students can learn English more enjoyable during the English learning process especially in vocabulary.

B. Research Questions

The research questions of the study, they are as follows:

1. How is the vocabulary score of students through using Picture Word Inductive Model at the seventh grade of MTs Sunan Kalijaga Bawang Batang in the academic year of 2010/2011?
2. How is the vocabulary score of students through explanation only at the seventh grade of MTs Sunan Kalijaga Bawang Batang in the academic year of 2010/2011?
3. How is the effectiveness of using Picture Word Inductive Model in teaching vocabulary at the seventh grade of MTs Sunan Kalijaga Bawang Batang in the academic year of 2010/2011 ?

C. Objective of the Research

The objectives in this research are:

1. To find out vocabulary score of the students through using Picture Word Inductive Model at the seventh grade of MTs Sunan Kalijaga Bawang Batang in the academic year of 2010/2011

2. To find out vocabulary score of the students through explanation only at the seventh grade of MTs Sunan Kalijaga Bawang Batang in the academic year of 2010/2011
3. To find out the effectiveness of using Picture Word Inductive Model in teaching vocabulary at the seventh grade of MTs Sunan Kalijaga Bawang Batang in the academic year of 2010/2011

D. Significance of the Research

The study about the use of Picture Word Inductive Model in teaching vocabulary hopefully will give contribution to English teaching and learning, they are:

1. Theoretically

This research will enrich the technique of teaching and learning English and also to contribute the development of knowledge in teaching and learning English.

2. Practically

The significances of the research are hopefully used for:

- a. The Writer

The result of the study will answer the questions which are the basic of conducting this study.

- b. The Students

It is hoped that the students can improve their vocabulary through picture word inductive model and develop their study in order to be successful.

- c. The Teacher

The teacher can use the result of the study as a feedback on teaching activities and he will increase his performance in teaching program well. This study also gives contribution to the English teacher in the use of Picture Word Inductive Model as a vocabulary teaching technique to improve students' vocabulary achievement, and also to improve the result of teaching vocabulary.

d. The Reader

The reader can get information about the students' achievement in learning vocabulary through Picture Word Inductive Model and also improve their knowledge.

e. For the school

It gives contribution to the Junior High School especially MTs Sunan Kalijaga Bawang Batang that they can use Picture Word Inductive Model technique as a new technique in teaching vocabulary to the students.