

CHAPTER I

INTRODUCTION

A. Background of The Research

Learning English as part of universal language is a common thing nowadays. Many people want to learn English; furthermore, they acquire it in order to take part in International network. Considering its important role in connecting people with the different background of language, gathering information, and getting better knowledge, it is important for people all over the world to learn this language and acquire it in order to be able to communicate each other. For this reason, English has been taught in many countries throughout the world, including Indonesia. In Indonesia, English is used as a foreign language which must be learned by students at schools. It is not only considered to be the first foreign language but it is taught as a compulsory subject from elementary school up to senior high school. Yet, they do not use the language in their daily communication.

Among other components of language are vocabularies, grammar, and pronunciation, where vocabulary is the most important one of which has to be mastered and acquired by the students in learning a new language. Vocabulary learning has long been deemphasized in language teaching, much to the detriment of the students who have mostly been left to fend for themselves.

Vocabulary has been seen as a major resource for language use. There are many types of vocabulary that are divided by expert.

Taken from the book entitled *How to Teach Vocabulary*, there are eight word classes such as noun, pronoun, verb, adjective, adverb, preposition, conjunction and determiner.¹

Teaching English vocabulary is not easy for teacher. That is why the writer wants to share to the teacher that vocabulary has to be prepared for students from the beginning without neglecting other elements. Here, the writer want to focus in teaching and learning vocabulary especially preposition.

Mistakes in using preposition rarely cause problems in communication. That is because:

- 1) There are so many prepositions in English and learners often have to make choices and distinctions that are not necessary in their own language.
- 2) Many choices have little or nothing to do with meaning, are therefore particularly difficult to remember.²

The research is taken from the seventh grade of SMP Negeri 3 Kandangan because the students at this school still difficult in using preposition. To solve the problem is needed the technique to make students easier in learning preposition. So, the teacher should be creative to make the learning process enjoyable and the material is easy to be accepted by the students.

¹Scott Thornbury, *How to Teach Vocabulary*,(Cambridge University press, 2002), p. 3

²Martin Parrott, *Grammar for English Language Teacher*, p.94

In language learning, there are two important elements. They are learning method and learning media. Edward Anthony (1963) defined method as an overall plan for systematic presentation of language based on a selected approach. It followed that techniques were specific classroom activities consistent with a method, and therefore in harmony with an approach as well.³

The choice of one of learning method will influence the kind of media will be chosen, although there are many aspect that must be noticed when choose a medium. There are the aims of learning, the kinds of assignment and the responses of students that is hoped after getting the lesson. Hamalik states that the use of media in learning process will be able to arouse desirability and proclivity, arouse motivation and stimulation to study and even carry out the influences of psychology to the students.⁴

In the holly Qur'an Allah SWT says:

ادْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ مُبَلِّغِينَ.....
(التَّحْلُ ٥٢١)

Invite (mankind, Muhammad) to the way of your lord (e.i Islam) with wisdom (e.i with the divine revelation and the Qur'an) and fair preaching, and argue with them in a way that is better.⁵

³Willy A. Renandya and Jack C. Richards, *Methodology In Language Teaching*, (Hoboken, NJ: Cambridge University press, 2002), p. 9

⁴Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT Raja Grafindo Persada, 2009), p. 15

⁵Muhammad Taqiudin Hilali and Muhammad Muhsin Khan, "The Nobel Qur'an in the English Language", retrieved from <http://www.dar-us-salam.com/TheNobleQuran/index.html>, accessed on February 15, 2013.

It shows that in the teaching and learning process, the teacher plays an important role to teach well. “fair preaching” in this verse can be inferred by making the learning atmosphere can be accepted by students. We are demanded to choose the appropriate ones to make the class fresh and interesting. It can be done by selecting teaching media and techniques to draw students’ interest and motivation in learning English.

In addition the teacher should be able to know that the students’ interest and motivations are important factors in learning a new language for the students to achieve this goal of study. It will be achieved by deciding the most efficient and effective technique and media in learning teaching process.

Here, the writer wants to share the use of an appropriate medium and technique in teaching preposition by using picture-cued drill. Picture-cued drill is considered as an interesting technique that can make the teaching and learning process enjoyable and hope to help boosting students’ mastery in preposition.

Drill is used as the technique because drills are often associated with the largely discredited behaviorist philosophy which suggests that we can be trained into automatic responses to stimuli through repetition or restricted response drill.⁶ It means that the language components could be little by little involved in learning as a continuity of phonology, spelling, structure and vocabulary.

⁶Jim Scrivener, *Learning Teaching: A Guided Book For English Language Teacher*, (Oxford: Macmillan, 2005), p. 255

B. Questions of The Research

This study will attempt to answer the following questions:

1. How is the students' achievement of preposition who have been taught using picture-cued drill at the Seventh Grade of SMP Negeri 3 Kandangan in the Academic Year of 2012/2013?
2. How is the students' achievement of preposition who have been taught using non picture-cued drill at the Seventh Grade of SMP Negeri 3 Kandangan in the Academic Year of 2012/2013?
3. How is the difference between achievement of preposition of students who have been taught through non picture-cued drill and have been taught through picture cued drill at the Seventh Grade of SMP Negeri 3 Kandangan in the Academic Year of 2012/2013?

C. Objectives of The Research

1. To find out the students' achievement of preposition who have been taught using picture-cued drill.
2. To find out the students' achievement of preposition who have been taught using non picture-cued drill.
3. To find out the difference between students' achievement of preposition of students who have been taught through picture-cued drill and have been taught through non picture-cued drill.

D. Pedagogical Significance

The result of this study hopefully is useful to provide input for:

1. Students

Students may improve their English since they will find out that English lesson is not as complicated as they thought. It is expected that students will realize that they can learn English through a lot of sources that they like. By using picture-cued drill as a teaching technique, hopefully, the students will improve and develop their ability in English.

2. English teachers

At this way of teaching preposition will help the teacher get more information in teaching preposition and finally they can apply this technique in learning teaching.

3. The readers

By reading this study the reader will get more information about technique to teach preposition and how the effectiveness of using it in learning process.