

CHAPTER I

INTRODUCTION

A. Background Of Study

Much knowledge that could be studied by the people that provide by this world, one of it is language. Every person in the world has a language-a mother tongue. In every city, town or village of the world people are always talk to one another.

Communication is done by the people in the world in every second time of their life. To understand each other or at least share the clear thought, human beings need a common language to interact. It is harmony with the explanation of Al-Qur'an division Al-Mujadalah verse 11:

Al-Qur'an division Al-Mujadalah verse 11 above explain that as a Muslim we have to like learning because Allah likes them and He apologizes that when we do it in really He will give us the easy ways in get it and every people who do it will get the better place among the other.

Allah SWT in His Holy Koran in Ar-Ruum verse 22 has also granted to human capability in communicating to each other as follows:

The verse states that the God has created the universe and also various languages and skin colors, showing that He has the ability to create everything as the real evidence for those who understand. So, the verse explains that there are so many languages in this world that has been created by the God, and one of them is English.

Learning English is very important, because English has become an international language, which is used by most communities in the world. Many countries use English as their second language. In spite of the difficulties in studying English, it is worthwhile to study the language because it plays a very important role in almost all fields of life such as: communication, commerce, economy, politics, education, science, technology and so on. To study English maybe difficult in the beginning because it is not our native language. C.Yorkey (1982, p.1) in his book “Study Skills for Students of English” says our success in our studies will depend on our ability to understand, speak, read, and write English.

In Indonesia English is not considered as a second language but English is a foreign language. English is also called as the target language that has to be taught in schools in today's Indonesian curriculum. Therefore the student is hoped to have good ability in English.

There are so many media and techniques that can be used by the teacher. Media, the plural of medium, are means of communication. Derived from the Latin *medium* ("between"), the term refers to anything that carries information between source and receiver. Six basic categories of media are text, audio, visuals, video, manipulatives (object), and people. The purpose of media is to facilitate communication and learning. The most commonly used medium is *text*. Text is alphanumeric characters that may be in any format-book, poster, chalkboard, computer screen, and so on. Another medium commonly used in learning is audio. Audio includes anything you can hear – a person's voice, music, mechanical sounds (running car engine), noise, and so on. It may be live or recorded. *Visual* are regularly used to promote learning. They include diagrams on a poster, drawing on a whiteboard, photographs, graphics in a book, cartoons, and so on. Other types of media are *video*. These are media that show motion, including DVDs, videotape, computer animation, and so on. *Manipulatives* are three dimensional and can be touched and handled by students. The sixth and the final category of media is *people*(Smaldino, 2008, p.6). By using the appropriate media the students can be more motivated and challenged.

One of the aims of teaching English is to enhance students to be able to understand English words which they might find in their environment. In fact, students often find problems in learning the words. So it needs more teacher's attention to make the transfer of the vocabulary process easier to grasp and more fun to learn (Yunus, 1981, p.53). According to Richard (2002, p.255) vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, reading or watching television. To do this hard job, teachers are hoped to have ingenuity in teaching by using any kind of teaching aids that already exist in their environment. One of those aids is using picture. The writer chooses picture because picture help and encourage many learners to sustain their interest and work. Using pictures in teaching-learning vocabularies can give so many advantages. Pictures are the most widely available of all teaching materials. Pictures are very useful for presenting new grammatical and vocabulary item. Contexts which are difficult to recreate in words alone can be 'explained' by pictorial material (Yunus, 1981, p.53).

After the short free observation in some schools, the writer found the school that want to research the correlation of teacher's ways in teaching by using pictures to students' mastery in vocabulary at seven grades of MTSN 1 Barambai.

MTSN 1 Barambai is located in Barambai village, south Kalimantan province. It is a junior high school that concern in education and social. The students who enter to this school didn't have English knowledge background, so they have to learn more about English vocabulary in the first time if they want to mastery English.

Based on the background above the research entitled **CORRELATION OF TEACHER'S WAYS IN TEACHING USING COLORED PICTURES AND THE SEVENTH GRADE STUDENTS' MASTERY IN VOCABULARY AT MTSN 1 BARAMBAI ACADEMIC YEARS 2013/2014** will be conducted to see how is teaching-learning process by using pictures.

B. Statement of the Problem

1. How is the teacher's ways in teaching by using pictures?
2. What is the function of colored pictures in teaching-learning vocabulary process?
3. Is there any correlation of teacher's ways in teaching by using pictures to students' mastery in vocabulary?

C. Delimitation of the Research

In this research, the writer limits the problem only about the correlation of teacher's ways in teaching using colored pictures and the seventh grade students mastery in vocabulary of MTSN 1 Barambai academic year 2013/2014.

D. Objective of Study

Based on the problem above, there are many purposes that writer has, they are:

1. To know the teacher's way in teaching by using pictures.
2. To know the function of colored pictures in teaching-learning vocabulary process.
3. To find out whether there is any correlation of teacher's ways in teaching by using pictures to students' mastery in vocabulary?

E. Significance of Study

This research has some significance, namely:

1. To motivate the students in mastering English vocabulary.
2. It is hoped that this study will contribute or would be of any value to other students in conducting further research of the similar topic.
3. As information substance for those who needs about this research, whether it is for teacher, students, and other public.
4. As reference substance for everyone who needs about this research, whether it is for teacher, students, and other public.
5. This study will enrich the writer's knowledge.
6. Enrichment of Antasari State Institute for Islamic Studies Banjarmasin library's literature.

F. Basic Assume and Hypotheses

1. Basic Assumption

- 1). students' mastery in vocabulary has a solidity to their interest.
- 2). Using media in learning and teaching process is one way to up their interest.
- 3). Pictures are one of type of media, which can make students more interest and teaching-learning process be more fun.
- 4). There is any significance correlation between teacher's teaching ways using colored pictures and students' mastery in vocabulary

2. Hypothesis

The quantitative research approach needs a prediction about the answers of statements of the problem which is known by hypothesis. Hypothesis is just a prediction about the problem of research. It must be tested to know the answer empirically. According to Azwar (2001), the purposes of hypothesis are to give direction and also give limit for the variable used. Thus, hypothesis is needed as problem explanation to look for the problem solving.

Narbuko and Achmadi (2009) said that correlative study, as kind of this research, has two hypotheses including H_a (Alternative Hypothesis) and H_o (Zero Hypothesis).

a. Alternative hypothesis (H_a)

There is significance correlation between teacher's teaching ways using colored pictures and the seventh grade students' mastery in vocabulary at MTSN 1 Barambai academic year 2013/2014.

b. Zero hypotheses (H_o)

There is no significance correlation between teacher's teaching ways using colored pictures and the seventh grade students' mastery in vocabulary at MTSN 1 Barambai academic year 2013/2014.

G. Definition of Key Terms

To avoid misinterpretation toward the title the writer will explain some terms in the title as follow:

1. Teacher : is a person who teaches and transfers the knowledge to other people or person.

2. Student : is a person engaged in study; one who is devoted to learning; a learner; a pupil; a scholar; especially, one who attends a school, or who seeks knowledge from professional teachers or from books; as, the students of an academy, a college, or a university; a medical students; a hard student.

3. Picture is : is a visual representation or image painted, drawn,

photographed, or otherwise rendered on a flat surface.

4. Vocabulary : all the words that a person knows or use or list of words with their meaning, especially in a book for learning (Bull, 2008, p.495).
5. Quantitative : is a formal, objective, systematic process in which numerical data are used to obtain information about the world (Burns and Grove, 2005).
6. Media : is the main ways that large numbers of people information and entertainment, that is television, radio, newspapers and the internet.