CHAPTER I

INTRODUCTION

A. Background of the Study

English is the important language in the world. It is an international language spoken by many people all over the world, either as a first or second language. It is also a key to open doors to scientific and countries in the world. It is a top requirement of those seeking jobs. Applicants who master either active or passive English are more favorable than those who do not.

Teaching English in any level, always involves four basic skills. They are listening, reading, writing and speaking. In teaching those skills, they cannot be separated by means of language components such as grammar, structure, pronunciation and vocabulary.

One aspect of English which needed to be mastered in order to get a fluency in communication is vocabulary. Vocabulary is much more important than grammar, because English has the largest vocabulary in the world. According to Allen, the students have seen and heard the English word for each one, and have copied the word into their notebooks. Our aim now is to help the student master the vocabulary, so we want to encourage the use of each word for communication and making

students feel important to know the English word[1.] Meanwhile Cameron states that building up a useful vocabulary is central to learning of a foreign language at primary level[2.] In the fact that the vocabulary is significant factor in language.

It is obvious that everybody needs learning English to greet the global era. That is why English is taught as the first language in Indonesia either formal or non-formal education. But as foreign language it is not easy to master. It needs to master phonology, grammar and vocabulary. Because without mastering them, we cannot grasp the ideas transmitted to them. Without vocabulary nothing can be conveyed.

Based on the result of the observation conducted at MTs N 3 Pandeglang the students were not interested in learning English especially vocabulary. They also did not keep their full attention in the their tasks, so that the instructional process did not run well. This situation happened because the technique used might not be suitable. The teacher applied non-various technique in teaching learning so the students were bored joining the lesson. Besides, the teacher just wrote some words on the white board then asked students to write on their books. Sometime, the teacher asked the students to memorize the vocabulary in front of the classroom one by one, and it made the students afraid in learning English. Thus, it is important to use a new technique or media to help students in solving their vocabulary problems.

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[1] Virginia french Allen, *Technique in Teaching Vocabulary,* (New York : Oxford University Press, 1983), 34.
[2] Lyme Cameron, *Teaching to Young Learners*, (New York: Cambridge University Press, 2001), 72.

For those condition, it is generally suggested by using as media in teaching language, such as games, films, pictures, and so on. In this study, the writer only focuses on using the picture in language learning process, especially, poster.

In teaching there are two most conspicuous aspects: teaching method and teaching media. Teaching mediums is not only to make learning process more interesting, but also to make learning process is more effective. One of the teaching mediums is poster. Poster can be in the form of flashcards, large wall poster, cue cards, photographs or illustrations. Poster is a combination of linguistic context with a clear poster or drawing can be an effective stimulus to elicit certain items of vocabulary[3]. While Wilkins said [4]that studying grammar is not enough to increase our vocabulary in a recent Course book Dellar H. and hocking D: "If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expression. You can say very little with grammar, but you can say almost anything with words".

Vocabulary may be defined as the stock of words used by a person, class, or profession. Almost every individual uses several different vocabularies, all having much in common, yet each distinctly different. The most basic of these are often designated as hearing, speaking, reading, and writing vocabulary. Words are symbols of ideas. To express and communicate ideas, one needs facility in the use of words. Teacher must give attention to develop vocabularies of each child carefully planned

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[3] Robert Lado, *Language Testing* (London: Longman, 1977), p. 198.
[4] Jeremy Harmer, *How to Teach Vocabulary*(Scott Thornbur: Longman, 2002), p. 13.

instruction and, to do so, must be aware of what words are (verbal representation of concepts) and how concepts are formed.

The student who wishes to learn must first learn understanding of the meaning not spelling words in the traditional manner. For example: father, the teacher teaches the meaning of "father" that is "papa". He does not teach that father consists of f, a, t, h, e, and r.

We have already known that English lesson has been taught starting from the beginner level. It describes that English is important to teach since early. In beginner level the material that is the most emphasized is memorizing vocabulary. They will be able to speak English when they can understand of meaning and memorize vocabulary.

In reference to the explanation above and strong desire of finding the solution of these problems, the writer has motivation to do the research in improving students vocabulary mastery use poster. and finally the author chose a study entitled **THE INFLUENCE OF POSTER ON THE ENGLISH VOCABULARY MASTERY (an experimental research at Second Grade of MTsN 3 Pandeglang).**

B. The Identification of The Problem

Based on the description above, there are some problems that can be identified. the first, students at MTs N 3 Pandeglang have less motivation in learning English. The second, their also are lack in English vocabulary mastery.

C. The Statement of The Problem

1. How is the students' English vocabulary mastery at MTs N 3 Pandeglang ?

D. The Objective of The Research

1. How is the influence of poster on students English vocabulary mastery at MTs N 3 Pandeglang ?

E. Hypothesis of The Research

Hypothesis is a formal statement about an expected relationship between two or more variables which can be tasted through an experiment. The hypothesis of study could be stated as followed:

a) The experimental hypothesis (Ha) : there is significant influence of poster on students English vocabulary mastery

b) The null hypothesis (Ho) : there is no significant influence of poster on students English vocabulary mastery

F. Previous of Study

There are some previous research that focus on the poster. Those previous studies have different area of being researched from what the research conducts. Those previous studies are:

1. There are some writers that already have conducted the research using poster to Teaching speaking.

   The first paper written by Siti Rahmah, English department of language and ART Education STKIP Hamzanwadi Selong 2014. The title is "The Effectiveness of Poster Presentation in Teaching Speaking to the seven graders of MTs N Ketangga in the School Year 2013-2014". The population of her study the seven grade of MTs N Ketangga. The writer used an experiment method, which take two groups as experimental class and control class, Pre- test Post-test, and using quantification data. The objective of this study was the effect of poster on students' speaking. The result of using the poster method for speaking affective in teaching speaking. Using the experimental research class, the experimental class scores higher than the control class.

2. Fitria Muji Pratawati, Using Posters As Media to Teach Speaking to The Eight Students of SMPN 1 Madiun, English Education, Language and Art Faculty, State University of Surabaya. This research uses an action research to solve the problem of this class. The approach used by the researcher is

qualitative approach. It has a purpose to describe in detail about the participants. The subject of this research is the eighth grade students of SMPN 1 Madiun who are in B class. There are two instrument which are used by the researcher. They are field notes and interviews in the form of semi-structured. To collect the data, the researcher uses the cycle. In this case, the steps of the cycle are planning, acting, observing and reflecting.

The implementation of the poster was conducted in the eighth grade students. The teacher used two cycles to solve the problem in the class. In the first cycle, the teacher used a poster themed "personal Information". The students were asked to tell to their friends about them themselves. But at the end of the session, the teacher found that many students made mistakes. Therefore the teacher decided to plan the next cycle. In the second cycle the teacher used the different theme. It was "Country". The students had to tell about the country they wanted to visit Finally, the mistakes made by the students were reduced. The students had realized about their mistakes and corrected their speech.

In much previous study above, the writer interest and wants to try to applicable the poster at school, especially at Junior High School. The writer wants to try to the students for describing the poster into students English vocabulary mastery, the writer hopes, it can effective and make the students creative, and enrich student vocabulary.

G. Organization of the Writing

The paper in consisting of five chapters as follows:

The first chapter discusses about the introduction that concludes about the background of study, the statement of problems, the objectives of study, previous of study, and the organization of writing.

The second chapter explains two large of explanations. First, it contains the definition of vocabulary, types of vocabulary, the important of vocabulary. Technique in teaching vocabulary. Second, it contains the definition of poster, kinds of poster, use of poster in English vocabulary learning, the advantage of poster.

The third chapter discusses about methodology of research that consist of research method, place and time, technique of data collecting and technique of data analyzing.

The fourth chapter is research finding, it includes description of research and interpretation.

The fifth chapter contains conclusions and suggestions.