

CHAPTER I

INTRODUCTION

This chapter consisted of background of the research, identification of the problem, limitation of the research focus, formulation of the problem, aims of the research and significance of the research.

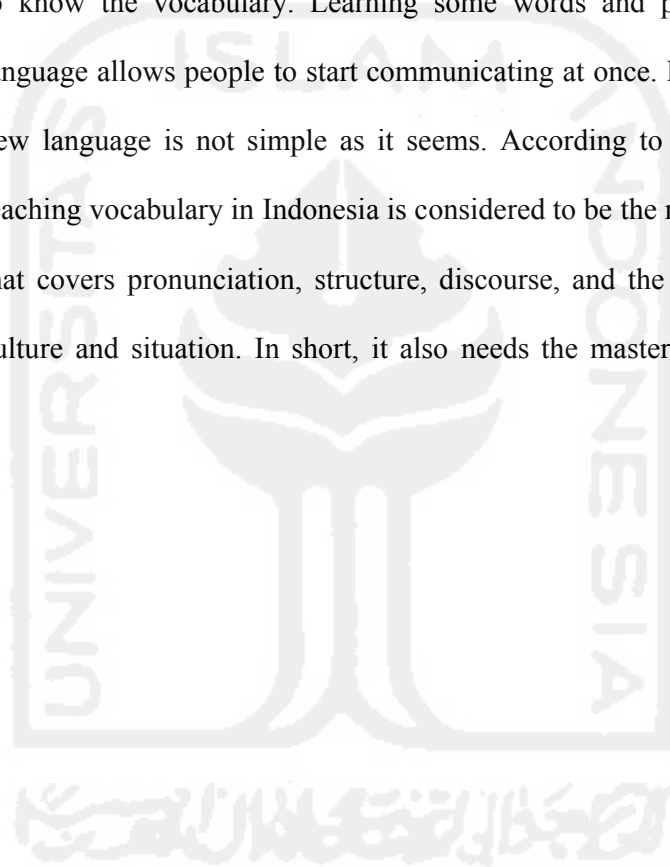
1.1. The Background of the Research

In Indonesia, English is the first foreign language to be taught in school. By putting it as one of the subject in the curriculum, hopefully students will have an ability to use and apply it in international community widely. Department of National Education of Indonesian Republic (Depdiknas, 2006) has already implemented English subject in one of curriculums in Indonesia which is *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. In *KTSP*, English is taught from elementary to high school students. The basic aspects in English curriculum cover listening, speaking, reading and writing as introductory language abilities.

According to Nation (1990, p.1), “deliberately teaching vocabulary is one of the least efficient ways of developing learners vocabulary knowledge but nonetheless it is an important part of a well-balanced vocabulary programme.” The theory above, explained about vocabulary was one of the least efficient ways and an important part of developing learners. Other scholar Alqahtani (2015), also explained the importance of vocabulary is demonstrated daily in and out the school. In classroom, the

achieving students possess the most sufficient vocabulary. Harmon, Wood and Kiser (2009) pointed that learners' vocabulary development is an important aspect of their language development.

But before learning any further about the four skills, it is necessary to know the vocabulary. Learning some words and phrases in a new language allows people to start communicating at once. However learning new language is not simple as it seems. According to Febrianti (2013), teaching vocabulary in Indonesia is considered to be the most difficult task that covers pronunciation, structure, discourse, and the social context of culture and situation. In short, it also needs the mastery of the linguistic



and the cultural competence. Besides the difficulties, more effort is required for both students and teachers. It is not enough for the students to listen or only to speak the word. The teachers need to give the students' activities to practice the new word among the four basic skills of language.

Even if mastering vocabulary takes time and effort, some how it can be achieved by using a good teaching method in school. Teacher can use a vocabulary learning strategies to introduce new vocabulary to the students. However if the teacher uses lack of teaching technique, it will impact to the lack of vocabulary knowledge toward the students. And this situation happened in MTs Al-Kholidiyyah. The problem occurred when the teacher used monotonous teaching technique such as memorizing words and exercise pattern. These techniques were always being used to teach vocabularies.

In order to present another vocabulary learning strategy, the teachers introduced a comic strips to teach vocabularies for the students. The use of comic strips had already started at MTs Al-Kholidiyyah since the academic year 2014/2015 until now. The reason on using comic strips as a vocabulary teaching media was due to various color, story, and characters that entertained the students rather than using an long text. Using comic strips in teaching and learning would help students pay attention to vocabularies and the plot of the story as well.

To deal with the problem, the teachers provided comic strips as media in teaching vocabulary. The introduction of comic strips was a way to present a suitable material in order to improve students' vocabulary. In this research, the researcher wanted to know how well the implementation of comic strips used by teacher toward the students' score in MTs Al-Kholidiyyah Binangun Cilacap. In order to get the score, the researcher asked the score from the English teacher. After gaining the score, the researcher evaluated the impact of comic strips task toward the first grader score (class a, b and c) by using two assignments of vocabulary task. As descriptive study, the researcher also attempted to analyze whether comic strips could boost students score to achieve score standard or not.

1.2. The Identification of the Problem

Based on the background above, the problem lied on the use of teaching technique in MTs Al Kholidiyyah. The tendency of using memorizing vocabulary technique or exercise pattern was high due to the fact that teachers always used those techniques all the time. Because of this situation, students tended to forget the meaning of the word. There was no intriguing material that kept students memorize the words.

1.3. Limitation of the Research Focus

In this research, the researcher focused on students' achievement analysis from vocabulary task by using comic strips as a teaching media,

and sample data was only taken in first grade (class a, b and c) without any comparison to other grade level.

1.4. The Formulation of the Problem

Related to the limitation of the problem, the researcher would like to formulate the problem as follow How is students' achievement of vocabulary task by using comic strips at first year of MTs Al Kholidiyyah Binangun Cilacap?

1.5. The Aim of the Research

The aim of the research could be formulated as follow to survey the score of the first grade students in MTs Al-Kholidiyyah Binangun Cilacap using comic strips. The researcher also observed whether the comic strips could help students to fulfill the standard of students score (*KKM*) or not.

1.6. The Significance of the Research

The finding (result) of this research were expected for 3 (three) groups:

1. The Teacher

The result of this research was expected to enrich the teachers' knowledge in terms of teaching English vocabulary by using Comic Strips at MTs Al Kholidiyyah Binangun-Cilacap.

2. The Students

This research was expected to increase English students' score while using comic strips as media in teaching vocabulary to first grade students of MTs AlKholidiyyah Binangun, Cilacap.

3. The further researcher

This research was expected to give new knowledge and inspiration for other researchers to do a research regarding to vocabulary teaching technique.

