CHAPTER I
INTRODUCTION

A. Background of Problem

Language is a tool for communication. It is used to deliver message, idea, opinion, etc. Through language, people communicate with one another, transfer messages and exchange information, and whitout language it is impossible for human to join a communicative interaction in daily life, and they can not express what their think and feel.

Brown says that language is more than a system of communication. It involves whole person, culture, educational, development communicative process.[1] This definition is stresson the social function of language and the fact that human use it to express themselves and to manipulate objects in their environtment. It means that language is important thing for human life. It is used to deliver message from the speaker to the listener in interaction with their environtment.

There are many languages in this world. Each country has its own language. As we know English is an international language. It is an essential tool for communicate particularly in business world and acquire knowledge from foreign country. By using English, everyone can talk each other even though they come from different country. In Indonesia English is a compulsory subject at school. It has an important role to

---

[1] H Douglas Brown, *Teaching by prinsiple An Interactive Approach toLanguage Pedagogy Second Edition*, San Fransisco, Longman,2001, p.70

develop science and technologies. Now, English is introduced in the curriculum of Indonesian school. It is taught from elementary school, junior high school, senior high school up to university.

A good knowledge of English vocabulary is important for anyone who wants to use the language since vocabulary is one of aspects of language itself. Vocabulary also supports the four skills: listening, speaking, reading, and writing. Therefore, vocabulary has an important role to learn a language and it is the most important language component that is vocabulary, morever, vocabulary is one of the first thing that should be taught in learning language.

River says, "vocabulary is an important factor in using language."[2] If the students want to master this language, students also learn the vocabulary of its language. In other words, learning English cannot be separated from learning vocabulary. So it is impossible to learn a language without vocabulary.

There are many factors which influence the students' vocabulary. According to Thornbury, there are two factors that influence the students's vocabulary, they are intrinsic factor and extrinsic factor. Intrinsic means factors which come from inside the students such as motivation, intelligence, passion and interest. While extrinsic factor is factor from outside of the students that affect their learning process such as

---

[2]Wilga Rivers, *Teaching Foreign language Skill Second Edition*, Chicago: The University of Chicago Press, 1981 p.52

learning materials, teacher's performance including their teaching strategy.[3]It can be concluded that learning vocabulary will be easy as long as students have motivation, intelligence, passion and interest, and they are supported by a good teaching strategy.

Besides those factors, there are other factors that make some words more difficult than others, they are pronunciation, spelling, length and complexity, grammar, meaning,range, connotation and idiomatic.[4]Those factors often faced by the students in learning vocabulary. For examples, many students confuse the meaning, spelling, and pronunciation of thing and think, though and thought, etc.

Concerning the explanation above, the writer assumed that vocabulary is one important thing in English. Students need many words to communicate in English well. It is clear that in learning English the learners must have many words. The teacher usually only followed the instruction of the manual book or taught vocabulary by emphasizing only on memorizing list of vocabulary or tanslating new word.

In other words, the lack of the students' vocabulary may be caused by the lack of technique that is used in teaching vocabulary. A suitable technique is needed to make the teaching and learning process easier and more interesting. An interesting way will encourage students to learn vocabulary more easily. There are many ways that can be

---

[3]Scott Thornburry, *How to Teach Vocabulary* (London: Person Education Limitted 2002), p.13

[4]*Ibid,* p. 27

used to develop students' vocabulary achievement. It can be taught by using many kinds of strategy, technique, method, game, or picture.

Based on the preliminary research at SMP N 3 Kotabumi, the researcher found that students's vocabulary mastery was still low.The researcher asked the data and information about the students's English ability to the English teacher at the school. In this case, the researcher interviewed Ms. Eni as English teacher of the eighth grade in SMP N 3 Kotabumi. She said that the students' vocabulary mastery is still low. She also said that she often did the learning process just by giving translation technique. It means that the students just memorize all of the words that given by teacher. As a result it makes the learning process bored.

According to some of students at SMP N 3 Kotabumi, they have difficulty in translating meaning of word. They just use their dictionary, then find the meaning without understanding the meaning. They do not have effort to get the meaning of a word by seeing the context of the sentence because they do not have something that requires them to do that whereas it is more effective to make them easier to understanding the meaning. They also said that actually remembering and understanding the meaning of words are very important for their English development, because they have a lot of vocabulary is the key of all skills in English.

Table.1
English Vocabulary Score of the Eighth Grade Students at SMPN 3Kotabumi
Lampung Utara

No	Score	Class				Number of Students	Percentage
		VIII A	VIIIB	VIIIC	VIII D		
1	65	7	7	6	9	29	70%
2	<65	17	19	18	16	70	30%
	Total	24	26	24	25	99	100%

Source: The data of Vocabulary Score at the Eighth Grade of SMPN 3Kotabumi Lampung Utara in the Academic Year of 2017/2018.[5]

The total number of students who got score under KKM is 70 from 99 students. It means that students who felt difficult to understand vocabulary are 70%. And the total number of students who got score above KKM is 29 from 99 students with presentation 30%.

From the table above, it can be seen that the vocabulary score should be increased. According to the students, the teacher did not have an interesting technique to teach vocabulary so that they feel difficult to learn and also they lost motivation in learning. In the classroom, students simply behave as listeners and followers. They just implemented what the thing that given by the teacher. Whereas thestudent needs, interests, and activation are not taken care by the teacher. So, the students are still hard to achieve maximum vocabulary results in English learning.

Seeing the problem, the reseracher helped the English teacher to find out a good way to teach vocabulary. The researcher introduced to the students a technique that was

---

[5]*The data of Vocabulary Score at the EighthGrade* , SMPN 3 Kotabumi Lampung Utara, 2017/2018, unpublished

needed to communicate throught vocabulary in order that students would be creative and active in teaching and learning process in the classroom. Therefore, the teacher should use a technique to increase students' vocabulary.

Based on this condition, the researcher conducted a research related to the cooperative learning in teaching and learning process of vocabulary. According to Huda, cooperative learning is a group learning activity organized in such a way that learning is based on the socially structured change of information between learners in group in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.[6] Based on that statement, group learning activities are very influential in the study group learning because we can exchange information. Students usually prefer work with group than work individual. But the teacher must be able to devide groups appropriately with their ability. This intended that each group can work together and achieve learning objectives.

According to Huda, there were 14 techniques in cooperative learning such as: make a match, change a match, think-pair-share, send a greeting and matter, number heads together, structured numbered heads, two stay two stray, around the group, around the class, inside-outside circle, jigsaw, paired storytelling, and bamboo dancing.[7] Two stay two stray included in cooperative learning because it is a learning technique

---

[6]Miftahul Huda, *Cooperative Learning* (Yogyakarta: PustakaPelajar, 2011), p.56
[7]*Ibid*, p. 134

through small groups of students work together to maximize the learning conditions for achieving the learning objectives.

The relevant study was conducted by Dina Ayu Kartika I.S (2015) in her S-1 thesis entitled The Use of Two Stay Two Stray Method to Improve Student Writing Ability of Recount Text. The population of her study, there were six classes that consist of 135 students. The result of the research was effective and needed to delivering material.[8]

The second relevant study was conducted by Dina Nur H (2016) on her S-1 thesis entitled The Influence of Using Two Stay Two Stray (TS-TS) Strategy Towards Students' Reading Comprehension. The population of her study, there were seventh classes that consist of 152 students. The researcher used experimental research. The sample were clas XA and XC. The result of the research was significant influence of two stay two stray strategy towards students' reading comprehension.[9]

The same as the both of previous research above, this research used two stay two stray as the technique but it used different skill that was vocabulary. In this research, the researcher found out the influence of using two stay two stray technique towards students' vocabulary. Therefore, a research entitled The Influence of Two Stay Two Stray Technique towards Students' Vocabulary Mastery at the First Semester of the

---

[8]Dina Ayu Kartika I.S, *The Use of Two Stay Two Stray Method to Improve Student Writing Ability of Recount Text* (Semarang, 2015), Unpublished

[9] Dina Nur Hikmawati, *Influence of Two Stay Two Stray Strategy Towards Students' Reading Comprehension* (Bandar Lampung, 2016), Unpublished

Eighth Grade of SMP N 3 Kotabumi Lampung Utara in the Academic Year 2017/2018.

B.   Identification of the Problem

Based on the background of problem above, the researcher identified the problems as follows:

1. The teacher did not use various technique in teaching vocabulary.
2. The students have difficulty in find the meaning and to enlarge their vocabulary knowledge especially in nouns, verbs, and adjectives.
3. The students' vocabulary score was still low under KKM.

C. Limitation of the Problem

Considering the problems above, the researcher limited the research about the influence of two stay two stray towards students' vocabulary mastery of nouns, verbs, and adjectives in daily activity.

D.   Formulation of the Problem

Based on explanation above, the researcher formulated the problem as follows:

Is there any significant influence of using Two Stay Two Stray towards students' vocabulary at the first semester of the eighth grade students of SMP N 3 Kotabumi, North Lampung in academic year of 2017/2018?

E. Objective of the Research

The objectives of the research is to know whether there is influence of using Two Stay Two Stray technique towards students' vocabulary at the first semester of the eighth grade students of SMP N3 Kotabumi, North Lampung in the academic year of 2017/2018.

F. The Uses of the Research

The uses of the research are as follows:

1. Theoretically

It is hopefully to support previous research theories about the influence of using two stay two stray technique towards students' vocabulary mastery.

2. Practically

a. It is expected that the result of this research can improve the way how the English teacher teaches especially in teaching vocabulary by using two stay two stray technique.

b. It is hoped that it can make the students are interested in learning vocabulary.

c. It is hoped that the result of this research will be useful for the teachers to improve the knowledge of the other lesson about teaching by using two stay two stray technique in their way.

G. Scope of the Research

The scope of the research was divided into four parts:

a. Subject of the research

   The subject of the research was the student of the eighth grade of SMP N 3 Kotabumi, in the academic year of 2017/2018.

b. Object of the research

   The objects of the research was the students's vocabulary and the use of two stay two stray technique.

c. Place of the research

   The research was conducted at SMP N 3 Kotabumi, North Lampung

d. Time of research

   The research was conducted at the first semester of SMP N 3 Kotabumi, in the academic year of 2017/2018.