

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Frame of Theories**

##### **1. Teaching English as a Foreign Language**

Language is a set of rules used by human as a tool of their communication. It means language is very important to human life. All interaction and activities will be run with language. Language is a system for expression of meaning and primary function of language is for interaction and communication.<sup>1</sup> Language is main means by which the human personality expresses itself and fulfills its basic need for social interaction with other person.

As a foreign language, English language is called as target language. English is the language which is most-widely used by people all over the world. They use it as either their native language, second language, or foreign language.<sup>2</sup> People in Indonesia use English as a foreign language. It means that they do not use it as a means of their everyday communication. However, they just formally learn it at school as a compulsory subject. They are taught the four language skill, listening, speaking, reading, and writing, and the components of language such as grammar, vocabulary, and pronunciation.

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<sup>1</sup>Jack, C Richard and Theodore S. Rodgers, *Approaches and Methods in language Teaching*. (New york: Cambridge University Press, 1987), p.13

<sup>2</sup>Jeremy Harmer, *The Practice of English language Teaching*. (London: Pearson Education Limited, 2007), p. 265

However, teaching English as a foreign language should be different from teaching it as a second language. Setiyadi states that language teaching is influenced by ideas on the nature of language (language theories) and the learning conditions that make learners to acquire the language (language theories). Differences in language theories may affect the selection of the teaching methods.<sup>3</sup> It means that in teaching English as a foreign language, the teacher should know what they do in order that he or she can make his or her students learn it. In other words, the teacher should prepare the materials, instructions, and teaching techniques well. In addition, Brown states that teaching showing or helping someone to learn how to do something, giving instructions, guiding in study of something, providing with knowledge, causing to know or understand.<sup>4</sup> It means that teaching English gives knowledge to someone from not understood to understand.

Meanwhile, teaching English as a foreign language is a process of teaching from the teacher to the students about language which is not the mother language. The students who learn English as a foreign language have little opportunities to use their English in real life situation. In this case, the teacher has to know what the students need and what the teacher should do. Brown states that teaching is facilitating learning, enabling the learner, setting the conditions for learning and showing or helping

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<sup>3</sup>Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu. 2006), p. 20

<sup>4</sup>H. Douglas Brown, *Teaching Principles of language and Teaching Prentice*, (New Jersey: Hall Regents, 1994), p. 7

someone to learn how to do something. Teaching also means instruction guiding in study of something, providing with knowledge, and causing to know or understands.<sup>5</sup>

Based on those explanations, it can be concluded that teaching English as foreign language is a process to comprehend about content of English, so the so the students can be helped to understand about English. The students who learn English as a foreign language have opportunity to practice or use their English in real life situation. Teaching and learning will success if the teacher knows how to teach it well. To achieve the goal of English teaching, it needs media and other facilities which can support and achieving the goal. In addition, the teaching should be interesting, appropriate for students.

## **2. Concept of Vocabulary**

### **a. Definition of Vocabulary**

Language is formed by word. If there are no words, there will be no language. According to Thornbury, he states that all language have words, he also says “by having adequate vocabulary, one will be able to communicate to other people and express his idea clearly and easily.”<sup>6</sup> Incommunication, vocabulary plays an important role. Vocabulary consist of the words that are always used by people in a language for comunication. It means that vocabulary is vital part of language. It also means that

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<sup>5</sup> H. Douglas Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy*, (New Jersey: Longman, 1994), p.7

<sup>6</sup>Scott Thornbury, *How to Teach Vocabulary*, England: Longman, 2002,p.1

by mastering vocabulary, the students will be able to produce so many sentences easily either in spoken or written.

According to Hibert and Michael, vocabulary is the set of the words for which we know the meanings when we speak or read orally and the set of words also that an individual can use when writing.<sup>7</sup> It can be said that vocabulary has a big contribution in supporting the successful of language use. It is impossible to learn about language if students are lack of vocabulary.

Brown states that vocabulary is seen in its central role, conceptualized meaningful language.<sup>8</sup> Based on the statement, it is important for the teacher to create some way in teaching vocabulary. In teaching learning must be lively and enjoyable. So that the students can receive and understand it easily. Moreover, it is hoped by mastering great number of vocabulary. It will be easier for the students to learn a foreign language and use it for communication.

Cameron states that vocabulary is to know a word if they can recognize its meaning when they see it.<sup>9</sup> It means that in learning vocabulary we have to know the meaning of the word and also understand moreover can use it in sentence context.

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<sup>7</sup>Elfrieda H. Hibert and Michael L. Kamil, *Teaching and Learning Vocabulary* (Bringing Research to Practice), (London: Laurence Erlbaum Associates (LEA), 2005), p. 3

<sup>8</sup>H Douglas Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy* Longman, 2001, p.3

<sup>9</sup>Lyne Cameron, *Teaching language to Young Learners*, (New York: Cambridge University Press, 2001), p. 75

Based on the ideas above the writer concludes that vocabulary is the most important component of language that focus on the meaning of words and become the basic of English skill that should be mastered by the learner, both in spoken and written.

### **b. Teaching and Learning Vocabulary**

Besides vocabulary can be taught, it can be presented, explained, included in all kinds of activities and experiences in all many ways. Vocabulary is a basic element of language to understand the language; the learner shall know the complexity of words. The teacher decides how to teach vocabulary in the class according to Thorbury, here are five factors that have related on teaching set of words be considered by the teacher.

#### 1. The level of the learners

It means that the learners should be placed according to their level of language mastery, such as beginners, intermediate, or advanced. Consequently, the teacher should be able to give the material which suitable to their level of knowledge.

#### 2. The learner are likely familiar with words

It means that even though some words are not a part of active vocabulary, the learners may have met them before.

#### 3. The difficulties of item

This describes wheter the key express abstract rather than concreat meaning, or whether they are difficult to pronounce.

4. Their teaching ability

This shows whether, for example, they can, be easily, explained or demonstrated.

5. Whether items are being learned for production (in speaking and writing) or for recognition only (in listening and reading)<sup>10</sup>

From the statement above, the students have different levels and teachers encourage their students to gain success in learning the language. The method or technique might be one motivating them on teaching language. There are many ways on teaching vocabulary mostly English teachers use, such as games and pictures. Teachers know that in presenting the new vocabulary the English teacher can not give the students a list of words, but they shall be creative to manage and introduce the words with good and appropriate way.

Learning vocabulary is something more than memorizing list of word. Nowadays, teaching vocabulary in senior high school is usually focused on memorizing words, students are asked to memorize a lot of words without putting them into contextual meaning either in written or in spoken form so they usually do not know how to use the words that they have memorized in a sentence or in daily activity.

From the statement above, we can conclude that in teaching and learning vocabulary, it is not only task over the students to memorize a list of words, but also to practice them in a sentence patterns. Therefore, the English teacher should give the students a

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<sup>10</sup>Scott Thornbury. *Op, Cit.* p.112

way where the students can motivate themselves to find a solution of learning vocabulary and the teacher should also give the students a better way for understanding the words more easily.

### **c. Aspect of Vocabulary**

According to Harmer there are some aspects of vocabulary that should be taught or mastered by the students in learning foreign language, they are as follows:<sup>11</sup>

#### **1) Word Meaning**

The least problematic issues of vocabulary, it would seem, is meaning. According to Harmer word meaning include: Polysemy, antonym, synonyms, hyponyms, connotation.

#### **2) Extending Word Use**

Words do not just have different meanings, however. They can also be stretched and twisted to fit different context and different uses. We say that someone is in a black mood or someone is yellow, yet we are not actually describing a color. In such context black and yellow mean something else. It is frequently stretch throw the set or metaphorical an idiom use. For example: “you are an apple in my eyes” this idiom expression show that it began to praise someone.

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<sup>11</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (London: Cambridge 1988), p. 18

### 3) **Word Combinations**

Although words can appear as single item which are combined in a sentence. (The mongoose bit the snake), they can also occur in two or more items groups (The normally lightning-quick reactions of the reptile let it down). They often combine with each other in ways which competent speakers of the language recognize instantly, but which other often find strange. The kinds of word that go together in one language are often completely different from the kinds of word which live together in another.

### 4) **Word grammar**

The last is about word grammar which is employed by distinguishing the use of word based on the use of certain grammatical pattern such as noun, verb, adjective, adverb, etc. we make a distinction between countable and uncountable nouns. The former can be both singular and plural. We can say one chair or two chairs, etc.<sup>12</sup>

From those statements, it can be concluded there are some aspects of vocabulary: they are word meaning, extending word use, word combination and word grammar. In this research the writer will focus on the word meaning and word grammar because both of them have learned by the students.

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<sup>12</sup>*Ibid*, pp. 18-21

#### **d. Definition of Vocabulary Mastery**

According to Kamil and Hiebert, vocabulary is knowledge of meanings of words.<sup>13</sup> So, all of knowledge of word is vocabulary. It means that vocabulary is vital part of language, because a language is formed by words. If we are having good enough of vocabulary, we will be able to communicate to other people and express our idea clearly and easily.

According to Kridaklsana, vocabulary represents: (1) language component claiming all information about meaning and word usage (2) vocabulary mastery of the speaker or writer of a language (3) list of word formed such as a dictionary, but with brief and practical definition.<sup>14</sup> It means that all details about meaning and word usage should be consisted in language component and it is produced by vocabulary. Vocabulary mastery is not only mastering in written form but also in oral form. Overall, vocabulary can be called as list of word that contains information about meaning and word usage and it looks like a dictionaries.

Mastery means understanding well or simply reaching a certain level of understanding of particular content, whereas competence represents the ability to apply what has been mastered. According to Guskey “Mastery is a term that all educators use and believe they understand well. But when pressed to describe precisely what it means to master a concept, skill or subject everyone has a different

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<sup>13</sup>Elfrieda H. Hiebert and Michael L. Kamil, *Op.Cit.*, p. 3

<sup>14</sup>HarimurtiKridaklasana, *KamusLinguistik*, (Jakarta: GramediaPustaka, 2008), p. 142

definition.<sup>15</sup> It can be concluded that vocabulary mastery is a complete skill of the students to understand well and communicate by using words they have learned.

From the explanations, the students' vocabulary mastery means as the ability of students to use the words that they have learn in such aspects as word meaning and word grammar including nouns, verbs, and adjectives in daily activities.

#### **e. Types of Vocabulary**

Vocabulary has some types that need to be learnt. There are types of vocabulary that are explained by the experts. One of explanation is explained by Thornburry. He explained that there are at least eight types of vocabulary.<sup>16</sup> There are noun, verb, adverb, adjective, pronouns, preposition, conjunctions, and determiner. The researcher just focuses on nouns, verbs, and adjectives in this research because they are included in syllabus. Those can be describes are:

##### **1) Noun**

According to Frank, noun is one of the most important parts of speech. Its arrangement with the verb helps to form the sentence core which is essential to every

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<sup>15</sup> Thomas R Guskey, *Educational Leadership*. Cambridge: Cambridge University Press, 1994), p. 1

<sup>16</sup>*Op.cit*, Scott Thornburry. p. 4

complete sentence. In addition, it may function as the chief or head word in many structures of modification.<sup>17</sup>

There are some main types of nouns, namely common nouns (words for people, places and things are called common nouns), proper nouns (the names of particular people, places and things), countable noun and uncountable noun, and plural noun.

### 1. Common nouns

a) Common nouns are words for things

These common nouns are words for things: *ruler, chair, hammer, bicycle, truth, pen, table, saw, ship, calculator, crayons, sofa, axe, truck, television, pencil, loyalty, drill, ferry, fridge, book, lamp, ladder, train, cooker, dictionary, carpet, lawnmower, bus, computer, courage, telephone, spade, laziness printer, etc.*

b) Common nouns are words for animals

These common nouns are words for animals: *dog, puppy, cat, kitten, cow, calf, horse, foal, sheep, lamb, goat, kid, frog, tadpole, etc.*

c) Common nouns are words for places

These common nouns are words for places: *bank, airport, hotel gas station, library, park, museum, farm, mall, zoo, theater, factory, hospital, nursery, etc.*

d) Common nouns are words for people who do certain things

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<sup>17</sup> Marcella Frank, *Modern English ParticalRefrence Guide*, (New York: New York University, 1972), p. 7

These common nouns are words for people who do certain things: *singer, manager, sailor, gardener, dancer, secretary, pilot, police, officer, etc.*

## 2. Proper noun

As mentioned before the proper noun is word that showed about names of particular people, places and things. According to Sargeant, there are some kinds of proper noun such as:

- a) The people's names people's names are proper nouns. Such as: *Robin Hood, Florenceetc.*
- b) The names of the days of the week and the months of the year are propernouns.
- c) The names of special days and celebrations are also proper nouns.
- d) The names of famous places, buildings and monuments are proper nouns.
- e) The names of people who live in a particular country are also propernouns.

## 3. Countable Noun

Countable noun can be singular or plural: book(s), hotel(s), day(s), job(s), mile(s), pieces(s). We use countable nouns separate individual things such as books and hotels, things we can count. Many countable nouns are concrete: table(s), car(s), shoe(s). but some are abstract: situation(s), idea(s).

#### 4. Uncountable Noun

Uncountable nouns are neither singular or plural: water, sugar, salt, music, electricity. We use uncountable nouns for things that do not naturally divide into separate units, such as water and sugar, things that we cannot count.

#### 2) Verbs

The verb is part of the backbone of any sentence, joining the noun or subject as one of two absolutely necessary elements of a complete sentence. The verb lives in what grammarians call the *predicate*, which contains the verb plus all the words that relate specifically to it. The verb gives the subject its action or expresses its state of being.<sup>18</sup> Sentences are complete only if they contain both a subject and a verb. Most verbs describe actions, so they called action verb. Action verbs tell what people or thing are doing. Here common action verbs such as: drink, eat etc.<sup>19</sup> There are at least seven kinds of verbs. There are transitive verbs, transitive verbs, intransitive verb, copular, ambitransitive verbs, regular and irregular verb. In this research the researcher just focuses on intransitive and transitive verbs.

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<sup>18</sup>Phyllis Dutwin, *English Grammar Demystified*, (New York: McGraw Hill, 2010) p. 30

<sup>19</sup>Howard Sargeant, *Basic English Grammar*, (Essex: Saddleback Educational Publishing, 2007), p. 52

### a) **Transitive Verb**

Transitive verbs are verbs that take a direct object in the sentence.<sup>20</sup> To identify them we can ask the question what is the/did the subject –verb-?

Example: Mira is cooking fried chicken.

Here the verb is cooking and the subject is Mira. If we form the question, what is Mira cooking? The answer is Fried chicken.

### b) **Intransitive verbs**

Intransitive verbs are verbs that do not take an object or subject attribute in the sentence.<sup>21</sup> It is telling us about the action the subject but there is no specific object for the action.

Example: Lona is writing.

Here, if we ask the question what is Lona writing? There is no answer which means that in the sentence writing is an intransitive verb.

### 3) **Adjective**

The word ‘adjective’ is from Latin *adjacere* meaning ‘throw to’ or ‘add’. In the grammatical sense, this means to add the characteristic of something.<sup>22</sup> Adjectives

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<sup>20</sup>Marjolijn Verspoor and Kim Saute, *English Sentence Analysis: An Introductory Course*, John Benjamins Publishing Company, (Amsterdam: 2000), p. 91

<sup>21</sup>*Ibid*, p. 65

describe noun and pronoun. They give information about people, place, and things.

There are kinds of adjectives:

- a) Adjectives about size of people or thing.

Example: a **big** house

**ahigh** mountain

- b) Adjectives about color of things

Example: a **red** carpet

**ablack** shoes

- c) Adjectives about describing quality

Example: a **beautiful** woman

**arich** family

- d) Adjectives about what things are made of. They refer to substances.

Example: a **plastic** folder

A **paper** bag

- e) Adjectives are made from proper nouns of place are called adjectives of origin.

Example: a **Mexican** hat

A **Japanese** lady<sup>23</sup>

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<sup>22</sup> Dykes Barbara, *Grammar for Everyone*, (Victoria: Acer Press, 2007), p. 26

<sup>23</sup> Howard Sargeant, *Basic English Grammar*, (Watson: Saddleback publishing, 2007) p. 33

## 1. Concept of Two Stay Two Stray

### a. Definition of Two Stay Two Stray

According to Rulam, Two Stay Two Stray is a learning strategy that gives students experience in gathering information and reporting back to their teammates.<sup>24</sup> Two-Stay Two-Stray is a technique that gives the students' chance to share their ideas, arguments and information to other groups. In this technique, there are some activities. Then by using this technique, students help each other. The high level and the low level of students will work together to achieve the purpose of their group.

According to Huda, Two Stay Two Stray is a technique that developed by Kagan. Two Stay Two Stray can be combined with Number Head Together Technique, and can be apply for all subjects and ages.<sup>25</sup> It is suggested that each group consist of four students in which two of them are to stay and the others have to stray or become guests at another group. The two students who become the guest have to share the finding of their own group with other members of a visited group. The Two Stay Two Stray process is an excellent technique to enable students to get feedback from their peers when groups have been developing ideas in relation to an open-ended question or investigation. Two members of a group have to move to the table of

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<sup>24</sup>Rulam, *Improving Students' Comprehension of Poem Using Two Stay-Two Stray Strategy*, <http://www.infodiknas.com/improving-students'-comprehension-of-poem-using-two-stay-two-stray-strategy>. (March, 16<sup>th</sup> 2017).

<sup>25</sup>Miftahul Huda, *Cooperative Learning*, (Yogyakarta: PustakaPelajar, 2014), p. 140

another group. The remaining two students stay back to explain the product to the visiting group.

Furthermore, Two-Stay Two-Stray technique is very compatible to help students' to help students are involved in active learning because this technique allows students' to enhance their interdependence, individual accountability, interpersonal skill, face to face interaction and their group processing when they work group. In learning process, this technique also can give the students' experience in gathering information when they become the strayer to other groups. In this activity the students are encouraged to contribute their ideas to other students and after they come back to their group they must share the information they got from the other group to their own groups.

In additional of statement above, the use of this technique can boost a cooperative learning that helps the students master the language skills, particularly vocabulary. This technique is expected to create a fun learning, especially in learning vocabulary. In other words, by implementing two stay two stray, the teacher can gear up his/her students to get used to a group discussion in which they will feel more relaxed and joyful to share feeling and thought.

#### **b. The Procedure of Two Stay Two Stray**

According to Lie in Dina, there are some steps in Two Stray Two Stay.

- 1) Students collaborate in group of four as usual.

- 2) After finished understand the material, two students will leave their group to visit the group each other.
- 3) Then two students stay in the group to share result and information from their material to the guests.
- 4) The guests come back to their group each other to report what they get from the other group.
- 5) The group will match and discuss the result of their task.<sup>26</sup>

It means that, students collaborate in their groups. Two students understand the material and share to another group that visit, then two students visit another group to get the different material. After all, the students as a visitors come back to their group and report what they got from the other group.

**c. Procedure of Teaching Vocabulary through Two Stay Two Stray**

- 1) Students divided become some groups that consist of 4 students in one group.
- 2) Teacher gives two texts that different about daily activity to the groups.
- 3) Half of groups get the same text and half others get different text and each group must understand the material.
- 4) After finished understand the material, two students of each group will leave their group to visit another group that get different text.
- 5) Then two students stay in the group to share result and information from their material to the guests.

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<sup>26</sup> Dina NurHikmawati. (S-1 Thesis), *The Influence of Using Two Stay Two Stray (TS-TS) Strategy Towards Students' Reading Comprehension*, (Bandar Lampung: IAIN RadenIntan Lampung, 2016), Unpublished

- 6) After change the result of their material, the guests come back to their group each other to report what they get from another group.
- 7) Finally the group will match and discuss the result of their task.

In conclusion, Two Stay Two Stray Technique is hopefully expected to be an alternative technique which can be teaching vocabulary. This technique is expected to create fun atmosphere learning.

#### **d. The Advantages and Disadvantages of Two Stay Two Stray Technique**

A learning model is selected definitely has advantages and disadvantages. The advantages of cooperative learning model two stay two stray technique.<sup>27</sup>

- 1) It can be applied to all classes / levels.
- 2) A tendency to be more meaningful student learning.
- 3) It is more oriented activity.
- 4) It is expected that students will dare to express their opinions.
- 5) It increases the cohesiveness and confidence of students.
- 6) The ability to speak the students can be improved.
- 7) It helps increase students interest and achievement.

While the disadvantages of this method are:

- 1) Two stay two stray needs more time for discussion.
- 2) Students who are rarely works in group will feel difficult to cooperate.
- 3) Teachers tend to have difficulty in organizing classes.

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<sup>27</sup>Sugiyanto, *Model-model Pembelajaran Inovatif*, (Surakarta: Psg rayon 13, 2009), p. 54

## 2. Concept of Translation technique

### a. Definition of Translation Technique

Hurtado defines that translation technique as procedures to analyze and classify how translation equivalent works.<sup>28</sup> The translation technique has five basic characteristics:

- 1) They affect the result of translation
- 2) They are classified by comparison with the original
- 3) They affect micro-units of texts
- 4) They are by nature discursive and contextual
- 5) They are functional obviously, translation technique are not only categories available to analyze a translated text. Coherence, cohesion, thematic progression and contextual dimension also intervene in the analysis.

Fitria adds in her thesis, translation technique is the procedure to analyze and classify the way of equivalence can happen.<sup>29</sup> Translation technique is called as the realization of the decision, making process, were the product of translation can be identified on the translation result. Based on explanation above the researcher concludes that translation technique is the procedure to analyze and classify the way of equivalence

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<sup>28</sup> Lucia Molina and AmparoHurtadoAlbir, “*Translation Techniques Revisited : A Dynamic and Functionalist Approach*” (online), available at <http://www.Trans-Teach-Molina-Hurtado>, accessed on June2016.

<sup>29</sup>TiraNurFitria, *Translation Technique of English to Indonesian Subtitle in Doraemon“Stand by Me” Movie*, (Yogyakarta: Muhammadiyah University of Surakarta, 2005), p. 4

can happen and as a way to transfer the meaning from the meaning from the source language.

**b. Procedure of Teaching Vocabulary Mastery through Translation Technique**

Below is the procedure of teaching vocabulary through translation technique according to Larsen and Freeman.

- a. The class read a text written in a target language
- b. Students translate the passage from the target language to their mother tongue
- c. The teacher asks students in their native language if they have any question, students ask question and the teacher answer the question in their native language
- d. Students translate new word from the target language to their mother tongue
- e. Students are given a grammar rule and based on the example they apply the rule by using new words
- f. Students memorize vocabulary
- g. The teacher asks students to state the grammar rule
- h. Students memorize the rule of grammar.<sup>30</sup>

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<sup>30</sup> Diane-Larsen Freeman, *Technique and Principle in Language Teaching*, (Oxford: Oxford University Press, 2000), pp.15-17

**c. Advantages and disadvantages of Translation Technique in Teaching English**

**1) Advantages of Using Translation Technique**

According to Mehta, translation technique is not as terrible as it appears to be and Duff in Mehta gives reasons for considering translation very advantageous:

- a) Invites speculation and discussion
- b) Develops qualities that are essential to all language: accuracy, clarity, and flexibility.
- c) The teacher can select material to illustrate particular aspects of language, and students can see the links between language usage and grammar.
- d) Let students practice a variety of style and registers.<sup>31</sup>

**2) The Disadvantages of Using Translation Technique**

Mehta reveals following limitation of using translation technique:

- a) Encourages thinking in one language and transference into another with interference.
- b) Deprives from learning within only one language.
- c) Gives false credence of word-to-word equivalence.
- d) Does not allow achievement of generally accepted teaching aims: emphasis on spoken fluency.

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<sup>31</sup>Naveen k. Mehta, *English Language through the Translation Method* (A Practical Approach to Teaching Mongolian CPAs), Volume 14, No. 1 January 2010, available at:<http://translationjournal.net/journal/51mongolian>, retrieved on May 10<sup>th</sup>, 2017 at 10.05 PM.

- e) Time-consuming activity.
- f) Not desirable, since it uses the mother tongue.

### **3. Frame of Thinking**

Vocabulary is one aspect of language which is important in learning language because vocabulary carries meaning which is used in communication. Without mastering vocabulary well, learners cannot communicate well to the other people. In teaching and learning English, teaching vocabulary is important. The objective of teaching vocabulary is not only memorizing the list of words, but also the learners have to understand the meaning of that word, how to pronounce the word well, and how to use the word into the sentences.

There are many kinds of techniques in teaching and learning. Teachers should have ability to choose the appropriate and implement the technique in the teaching learning process to obtain the teaching and learning goal. The use of interesting technique is necessary to motivate the students to learn.

Based on frame of theories, two stay two stray is technique that hope can be used to teach vocabulary. It is challenging and motivating. So, it can make students's antusias increase, because in this technique students should tell their material to their friends. They can change the material that was they got and automatically they will be get a new vocab from their friends from another groups. And their vocabulary

will be add and increase. In conclusion, two stay two stray technique is hopefully expected to be an alternative technique which can be teaching vocabulary. This technique is expected to create fun atmosphere learning.

#### **4. Hypothesis**

Based on the frame of thinking above, the writer formulated the hypothesis of the research as the follows:

Ho :There is no significant influence of using Two Stay Two Stray Technique towards students' vocabulary at the first semester of the eleventh grade students SMPN 3Kotabumi North lampung in academic year of 2017/2018.

Ha :There is a significant influence of using Two Stay Two Stray technique toward students' vocabulary at the first semester of the eleventh grade students SMPN 3Kotabumi North lampung in academic year of 2017/2018.