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**THE INFLUENCE OF TEACHING ENGLISH BY USING CUE ON THE
STUDENTS' ACHIEVEMENT IN LEARNING VOCABULARY AT THE
SEVENTH GRADE OF MTs AL WAHDAH KECAMATAN SUMBER
KABUPATEN CIREBON**

THESIS

**Submitted to the English Education Department of IAIN Syekh Nurjati Cirebon in
Partial Fulfillment of the Requirements for Islamic Scholar in English Education
(S.Pd.I)**



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ABSTRACT

BAMBANG HENDRA GF: *The influence of teaching English by using cue on the students' achievement in learning vocabulary at the seventh grade of MTs Al Wahdah Kecamatan Sumber Kabupaten Cirebon.*

Since English is as an international language, which is used to speak with people who do not speak another's native language, the method of teaching English is viewed as a very important thing. Good ability in English language skills (speaking, writing, listening, and reading) also has a big role for us who use English as a foreign language to look for a job and to get a brighter future. So that, the quality of teaching English in every level of education always gets a big attention. By choosing the right and suitable approach or method, it will facilitate in learning of English language skills. It cause that the title of this thesis is "The influence of teaching English by using cue on the students' achievement in learning vocabulary at the seventh grade of MTs Al Wahdah Kecamatan Sumber Kabupaten Cirebon".

Cue is a thing said or done that serves as a signal to an actor or other performer to enter or to begin their speech or performance. Vocabulary is collection of word or phrase and list of words in a language text book, usually alphabetically arranged and explained or defined.

The methodology of research is using the quantitative research by getting theoretical data and empirical data. It means that the researcher does the research by using the formula of statistic, especially by using the formula of product moment correlation by pearson and regression. The techniques of collecting data used by the researcher are observation, test, interview, and questionnaire.

MTs Al-Wahdah in the school year 2011/2012, there are...students consisting of ...male students and ...female students. There are 5 classrooms which consist of two classes of seventh grade, two classes of eight grade, and one class of ninenth grade. There are three important things found in this research. First, the students response to teaching english by using cue is 82.25. The second is the students' achievement in learning vocabulary is 86.6. The third is the learning by using cue gives contribution towards the students' achievement in learning vocabulary as big as 81% and 19% is determined by the other factor. And the application by using cue is influence positively, it is supported by the value $t_{\text{observation}} (13.25) > t_{\text{table}} (2.021)$ or $H_a > H_o$.

The result shows that there is sufficient influence between of teaching english by using cue and achievement in learning vocabulary. The result is 0.90 and it shows sufficient correlation between X and Y variables, in this case teaching english by using cue and achievement in learning vocabulary.



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PREFACE

Bismilahirrahmanirrohim.

In the name of Allah, Most Gracious, Most merciful, all praises and thanks be given to Allah. With His mercy and permission, the writer has been able to finish her thesis. May invocation and safety always be given to the prophet Muhammad (Peace Be Upon Him), her family, her colleagues, and her followers up to the end of the world.

This thesis entitled in **“THE INFLUENCE OF TEACHING ENGLISH BY USING CUE ON THE STUDENTS’ ACHIEVEMENT IN LEARNING VOCABULARY AT THE SEVENTH GRADE OF *MTs AL WAHDAH KECAMATAN SUMBER KABUPATEN CIREBON*”** is a quantitative research presented to fulfill one of the requirements for Islamic Scholar of Tarbiyah Faculty, English Department of the State Institute for Islamic Studies (IAIN) *Syekh Nurjati Cirebon*.

In composing this thesis, there are many people who have participated, helped, and advised directly or indirectly, so in this opportunity the writer would like to convey her thankfulness to:

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8. Drs. Cecep Jalaludin the headmaster of *MTs AL- Wahdah Sumber Cirebon*.
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13. MSPS, thanks for being my best friend. And my friends in Ex rent house in PDK B.06, who always give me spirit and support.

The writer realized that the thesis is still far for being perfect and there are many mistakes either in the arrangement or in the content. So, all mistakes available in this thesis are becoming her responsibility.

Finally, the writer hopes this thesis will be useful to the readers especially, for himself and for the English Education Department of *Syekh Nurjati State Institute for Islamic Studies Cirebon*.

The Writer



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CHAPTER I

INTRODUCTION

A. The Background of The Problem

The subsistence of human beings since the first human beings until the last human beings of the world they are naturally presented with one complement of life by God namely, language. Language is the only tool for them to communicate one another. The human beings communicated of course using a language. But, until know there is no expert daring to say what language used. Christine and Kevin (2006: 17) state that language is understood in terms of certain elements: ideas, signs, associations, which precede its arising. From the two persons of the citizen of the world then made groups to become a nation or tribe and also had their own language. It means that a number of languages existing in the world reaching hundreds even thousands of languages among other: Indonesian, English, Arabic, Spanish, and so forth.

In Indonesia, English is learned the students as a foreign language. English must be teaching as early as possible, because language is a matter of behavior, in this case in Indonesia which has different language with English. For the junior high school student, English skill is very useful for their basic to learn English at senior high school. By vocabulary, the students are expected to be able in speaking, writing and listening.

Hatch and brown (1995: 1) define the term “vocabulary” is a set or a list of word particular language or that individual speakers of language might use. Fardhani (1994: 1) notes that vocabulary is an important area of language because vocabulary or words are tools to express our thought. They can assist person to understand thought of other communicate that ideas more clearly and effectively.

Both statement above, it is obvious that vocabulary takes a crucial role due the fact that it is one of the components of language that should be owned in the language learning include in learning English. Vocabulary is very important in effective communication. So that, students who has many vocabulary will be easy in doing communication to express ideas and feeling. The process of teaching vocabulary need good materials and well preparation from the teacher. The research focuses the study on using cue in teaching vocabulary because cue is one of the audio visual aids that can be used in teaching language. Cue card or prompt card is a card on which there are words or pictures to prompt or encourage learners to produce particular language, often during a controlled practice activity or drill.

For teaching and learning by using cue, the teacher must be able to use strategies and technique in teaching and learning process. One of strategies may take by using media in teaching and learning process. A proper media can make teachers to presenting a material in class easier. Media in classroom are appropriate for triggering ideas, turn the difficult subject or lesson to understand



become easier and understandable, and to holding attention on important ideas. It should lead students to remember ideas by becoming more involving them to the teaching learning process or to get the class attention to the lesson and widening their intellectual activity. Therefore, the teaching and learning process become more effective and efficient to reach the goal of education. Media as instrument, method and technique used by the teacher to make an effective and communicative interaction between the teacher and the student during the teaching and learning process in the class. Besides, it can also be used to arouse the student participation anyhow something, which must be suitable with the subject or material given. If the media which is not suitable with the lesson or the material it will create a different perception from the teacher and the student, so media can be the one will not run well in teaching and learning process.

In this research the writer made specific discuss about how teaching English using a cue to improve achievement of vocabulary to the student at grade of MTs Al Wahdah Sumber. By using learning English cue its hope can give a significant concept in improve student ability to learn English language.

When the students become more interest to the subject, the students can increase their mastery vocabulary trough read and looking picture which is used in the subject. After this phase has been throughout, the teacher can move his ideas to the students easily and accepted perfectly by them. Teacher must have good creativity to compose the cue, so the cue can help the teacher to explain the lesson and the student can catch the teacher's explanation.



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The teacher finds that the students' achievement in vocabulary is pitiable. Some research state that (M. Syihabuddin: 2010) Vocabulary can be defined as the collection of words that known and used by person. Building vocabulary at any stage is an easy way to advance in communication and comprehension. It means that by building vocabulary, someone can advance or increase his skills in communication. And then that is any correlation between vocabulary competence and effective verbal communication. While (Siti Maryam: 2011) states vocabulary is one components that is very important to be mastered by the teachers and the students, by mastering vocabulary, the students can use English very well. The existence vocabulary has one an important role in any language event, such as English vocabulary is one form that was needed in very skills of language. Teaching English vocabulary to the children is not the same as teaching vocabulary to adults. It is because both of them have different characteristic and motivation. The teacher has to create a nice situation to make students think interested to learn. Usually the students think that English is difficult to learn. Teacher can decide which word are useful and should be taught to their learners on the basis of semantics. This means, that the word is more useful if it covers, the word "book", which is taught at beginning levels, has wider usage than the words 'notebook', 'textbook', etc. According to (Siti Marfu'ah: 2011) states that based on the Sebastian Leitner's theory which informs that studying with flashcard are efficient and effective in increasing vocabulary. In other words, media can help the learners to mastery English vocabulary or to



improve their vocabulary skill. Vocabulary will be more easy to be learned by using flashcard media.

The differences in researching of study English vocabulary that researcher do is technique and approach in learning process. The researcher was try how the words can be remembered by students with giving signal to take action and begin their speech or performance.

The researcher choose *MTS Al-Wahdah sumber Cirebon* as place to do the research because the researcher was experiment practical teaching in this school, so it makes given more useful information for completing the thesis. In other hand *MTS Al-Wahdah Sumber Cirebon* open handed to researcher for education purpose. *MTS Al-Wahdah Sumber Cirebon* also has some technique that by the teacher during the teaching learning process. The researcher chooses the first grade student because commonly, the first grade students lack and less on mastery vocabulary and basic step to give knowledge of English vocabulary.

B. The Identification of the Problem

This thesis written to identification of the problem has happened in *MTs Al-Wahdah Kecamatan Sumber Kabupaten Cirebon*, as follow:

1. The Field of the Research

The field of the research of this thesis is vocabulary building thought teaching English by using cue on the students' achievement in learning



vocabulary at the seventh grade of *MTs Al Wahdah Kecamatan Sumber Kabupaten Cirebon*". Try to make out the students' achievement in learning vocabulary after they had of teaching English by using cue, the students improve their skills in mention vocabulary list they have gotten.

2. The Kinds of the Problem

The kinds of the problem in this research is about how to enrichment their vocabulary and interested in learning English especially in learning English vocabulary. There are student didn't know about the meaning of each word. Which using teaching English by using cue on the students' achievement in learning vocabulary expected that student's can more memorizing and easily understands the meaning of words with found the meaning in dictionary.

3. The Main Problem

The main of the problems in this research is the students' weakness or lack of ability in practice achievement in learning vocabulary. Therefore, the writer tries to apply method, with practice vocabulary after using cue, as the problem solving to solve the problem.

C. The Limitation of the Problem

To avoid from misunderstanding and misinterpreting, the writer has to limit the problem into three parts as follows:



- a. Students' achievement in learning vocabulary by using cue.
- b. Students' achievement in learning vocabulary.
- c. The reference to the aims of the research.

D. The Question of the Research

The questions of the research in writing this thesis are as follows:

1. How is the student's response toward the application of teaching English by using cue?
2. How is the student's achievement in learning vocabulary?
3. Is there any positive and significant influence of teaching English by using cue on the students' achievement in learning vocabulary?

E. The Aims of the Research

Then based on the question of the research above, the writer has tried to arrange the aims of the research as follows:

1. To find out the data of the students' response of teaching English by using cue.
2. To find out the data of the students' achievement in learning vocabulary.
3. To find out the data of the influence of teaching English by using cue on the students' achievement in learning vocabulary.



F. The Use of the Research

These are the use of this research:

1. Through the practice of teaching English by using cue on the students' achievement in learning vocabulary, the students are expected can be motivated in learning English, so that can increase the students' vocabulary.
2. To find out how is the English teacher use the methodology of teaching in learning English at school.
3. Using cue can be implicated by English teacher to teach vocabulary in the second language.





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