CHAPTER I

INTRODUCTION

A. Background of the Study

English is the first foreign language in Indonesia that functions as an important means in developing science, technology, art and culture. As the consequences, in facing the global era, English also has the important role in establishing good relation with other nation.

As a compulsory subject English is taught at many levels of education. In Indonesia it is tought from elementary school up to university. In junior high school English is one of the subjects taught as the local content. The focus is not only developing the four language skill, but also an important element of the language, that is vocabulary. Vocabulary cannot be separated from other elements of English in teaching learning process, because vocabulary influence students' ability in studying English. Without sufficient vocabulary students will be difficult to understand the meaning of word in English.

Preliminary observation shows that many students of junior high school still have limited vocabulary because they get difficulties to memorize the meaning and the pronunciation of the words. Based on the information from English teacher of *Sekolah Menengah Pertama Negeri (SMP N) 1 Kartasura,* the eight year students' of *SMP N 1 Kartasura* also still have limited vocabulary.

Besides, from the result of the interview with some of the students, it can be found that the limited vocabulary is their problem in learning English. It is difficult for them to memorize the word meaning and the pronunciation. They are also not interested in studying English because they feel bored with the teaching technique. Usually, the teacher teaches vocabulary by translating at the beginning of the lesson or translating the material containing new words or glossaries at the end of the lesson. Moreover, the teacher never uses self-defining context, definitions in the target language, opposite, pictures, dramatization, and reality as a number of ways to put across the meaning of a new word to a class. Thus, applying interesting technique in teaching English to improve the vocabulary mastery for the eight year students of *SMP N 1 Kartasura* is needed.

Based on the phenomenon above, the researcher and the English teacher of *SMP N 1 Kartasura* try to find the effective solution to improve the vocabulary mastery of the eight year students of *SMP N 1 Kartasura*. Lexically-based Language Teaching as a technique of teaching English at Junior High School level is chosen to improve the vocabulary mastery. It is assumed that the method will make the junior high school students interested in studying vocabulary. Because they never get the technique study English vocabulary using Lexically-based Language Teaching. Lewis (1997: 29-37) insists that his lexical approach is not simply a shift of emphasis from grammar to vocabulary teaching, as 'language consists not of traditional grammar and vocabulary, but often of multi-word prefabricated chunks'. Chunks include collocations, fixed and semi-fixed expressions and idioms,

and according to him, occupy a crucial role in facilitating language production, being the key to fluency (http://privatewww.essex.ac.uk/~ nharwood /Lexapproach.htm).

Lexically-based is developed based on Lewis "*Lexical Approach*" (1993: 92), which intends to develop learners' proficiency with lexis (i.e, words and word combinations). The principles are the lexis is the basis of language and that the lexical system is the prerequisite for effective communication.

This approach inspired Kweljdu to introduce *Lexically-based Language Teaching* (1997: 29-37), which has been made relevant to Indonesian conditions. It emerges as a solution to two main problems of Indonesian students learning English in that it may improve students' vocabulary size as well as their mastery of collocations. This is so because lexically-based materials raise students awareness of the existence of chunks and of the fact that learning vocabulary is more than just learning individual words because collocations must be taken into consideration.

Based on the reason above, the researcher would like to study "Improving Students Vocabulary Using Lexically-based Language Teaching to the Eight Year Students' in *SMP N 1 Kartasura* in 2006/2007 Academic Years".

B. Previous Study

The writer has found other researchers who conduct similar the similar topic. The first is Rahayu (2005), in her research paper "The Implication of

Direct Method to the Vocabulary Mastery of Student in Elementary School :
A Case study in SDIT Nur Hidayah Kerten Surakarta 2004/2005 Academic
Year". It describes teaching vocabulary to children using Direct Method. She
concludes that teaching vocabulary using Direct Method in SDIT Nur Hidayah
Kerten Surakarta yields good result. The use of teaching aids in Direct Method
is very appropriate and helpful in teaching learning process, as the students
can receive the new vocabulary well. Besides, they can retain the materials
better. It means that the mastery of vocabulary which is achieved by teaching
vocabulary using Direct Method is better than teaching vocabulary using other
methods.

The second is Hastuti (2005), in her research paper "Increasing
Vocabulary Mastery Through Storytelling at the Fifth Year Students of SD
Negeri Banaran II". The result of the study shows that the use of storytelling
as a technique to teach vocabulary can overcome the students problems
effectively. Firstly, they can easily memorize the new words and their
meaning. Secondly, they can also pronounce the words correctly. Thirdly,
their motivation to learn is improving. From the explanation above, it can be
concluded that storytelling is an appropriate method in increasing vocabulary
mastery of the students.

The third is Lestari (2005), with her research entitled "The
Implementation of Teaching Vocabulary Using Picture at The Third Year of
SD N 02 Bolon". The result shows that the students can speak, write each
word or sentence and understand the meaning of the words. The use of
pictures in vocabulary class can lead to an interesting circumstance. The

students have a high interest in teaching learning process. Using picture makes the students more active and the students attention is focused more completely. Therefore, the lesson is transmitted more efficiently and the students retain the lesson better. Based on the result, the writer concludes that teaching vocabulary using picture is very suitable and helpful in teaching learning process.

This study is different from the previous ones. The differentiate here is the object and subject of the study. The writer elevates students vocabulary using Lexically-based Language Teaching to the eight year students of *Sekolah Menengah Pertama Negeri (SMP N) 1 Kartasura*. In this study, the writer conducts a research on improving students vocabulary using Lexically-based Language Teaching to the eight year students of *SMP N 1 Kartasura* in 2006/2007 academic years.

C. Problem Statement

Based on the background of the study, the researcher discusses the application English at Junior High School. The problems are formulated as follows:

1. How is the process of teaching vocabulary using Lexically-based Language Teaching at the eight year students of *Sekolah Menengah Pertama Negeri (SMP N) I Kartasura*?

2. How is the students' vocabulary improvement?

3. What is the students' opinion about the implementation of the method?

D. Objective of the Study

The objectives of the study are :

1. to describe the process of teaching students vocabulary using Lexically-based Language Teaching at the eight year students' of *Sekolah Menengah Pertama Negeri (SMP N) 1 Kartasura*

2. to describe the students' vocabulary improvement using Lexically-based Language Teaching at the eight year students of *SMP N 1 Kartasura*

3. to find out the students' opinion about the implementation of teaching vocabulary using Laxically-based Language Teaching.

E. Limitation of the Study

There are many problems in language teaching and learning. Those problems have never been overcome completely although many attemps have been done to solve them. The writer is aware that it is impossible for her to cope with all the problems of English teaching and learning because of the limited time and capability. Consequently, the writer would like to limit the study as follows:

1. The population is limited to the eight year students' of *Sekolah Menengah Pertama Negeri (SMP N) 1 Kartasura*.

2. The study is only focused on teaching vocabulary using Lexically-based Language Taeching.

F. Benefit of the Study

It is hoped that this study gives theoretical and practical benefits.

1. Theoretically, the result of the research paper can be used as input in English teaching leraning prosess especially for teaching vocabulary using Lexically-based Language Teaching to the Junior High School.

2. Practically,

- By teaching vocabulary using Lexically-based Language Teaching, it will motivate the students to be interested in learning English vocabulary.

- For the teacher the result of the study will give general picture about the success and the effectiveness of their method in teaching English especially the students vocabulary.

G. Research Paper Organisation

In order to make this research is easy to follow, the writer organizes the paper as follows.

Chapter I is introduction. This chapter consists of background of the study, review of previous study, problem statement, limitation of the study, objective of the study, benefit of the study, and research paper organization.

Chapter II is underlying theory. This chapter involves the general concept of vocabulary, the notion of vocabulary, teaching vocabulary, lexical approach, and Lexically-based Language Teaching.

Chapter III is research method. This chapter is dealing with type of research, subject of the study, object of the study, method of collecting data,

data and source of data, the procedure of classroom action research, and technique for analyzing data.

Capter IV is data analysis. It focuses on the result of improving students vocabulary using Lexically-based Language Teaching to the eight year students' and discussion.

Chapter V is dealing with conclusion and suggestion.