

CHAPTER I

INTRODUCTION

A. Background of the Study

Vocabulary is one of the important factors in English language. Besides, vocabulary is the important factor for practicing language as a means of communication. Sentences uttered consist of much vocabulary that needs to remember to get the right grammar on sentences. Vocabulary is a list of words, which means any unit of language used in writing, and appears between space hyphens. Words are the basic element in contracting a language. Related to English teaching-learning process, language skills such as listening, speaking, reading, and writing need a series of words that are called vocabulary. In other words, vocabulary takes an important role in English language teaching. Especially in reading, vocabulary facilitates for the learners comprehend the text. It is beneficial for English learners to master vocabulary and reading. With their mastery of vocabulary and reading, learners will be able to catch the message of the text they read. They also can understand scientific books written in English to get information and advancement because reading is a bridge to understanding scientific books written in English either obtain information and advancement or to enjoy them or just for relaxation. That's why vocabulary and reading are often connected one to another.

Despite importance, teaching vocabulary is not easy. Some factors may influence its success such as student's ability to predict the meaning of words, strategies to learn vocabulary, or teacher's technique in teaching vocabulary. Beside that vocabulary is also central to language and very important, which means that if the student gets difficulty in vocabulary, they will not be able to learn English well. Without a sufficient vocabulary, students will not be able to communicate effectively or express their ideas in any kinds of language.

Such problems also occur in teaching learning process to increase vocabulary in SMK Negeri 2 Klaten. Vocabulary mastery in English teaching learning process of SMK Negeri 2 Klaten, is far from good, so, the researcher uses reading to improve the vocabulary mastery in SMK Negeri 2 Klaten and finds that the difficulties come from the student. The teacher also said to the researcher that besides speaking, students also feel shy to read, they are shy if their English looks so strange and they are worried if the other students laugh at them. In the classroom, usually the teacher and the students have interaction, for example when the teacher asks to open the passage then they must read it, the students respond well, but only several students dare to read.

There other problems faced by the students in SMK Negeri 2 Klaten in vocabulary mastery especially when they faced the form of past tense. They should open their dictionary more to get the meaning of the vocabulary. Besides that, the students also get difficulty to read the difficult vocabulary with right pronunciation. The problems above is not the only problems faced by the

students, the theory used by the SMK Negeri 2 Klaten's teacher on vocabulary learning is simple; the students must read everything which is organized as texts or words and memorize it. The teacher helps them with the text but sometimes students must find their own text from other writing. It is not easy, so the teacher attracts them and improves the student's ability on English through the passages. To make their students more focused and not bored, the teacher gives them the simple text that they have to read.

There are many kinds of ways of teaching method which can be used in every vocabulary teaching. The ways depend on the curriculum used or the situation and condition of the students on the day they learn vocabulary, which means the incidental and contrived learning is able to be used in a certain situation if there is an addition material to improve one of the studies. Incidental learning is the other method of teaching after contrived learning. Both can be used as the strategies on English teaching especially to increase the vocabulary mastery. Incidental learning is often the result of a significant unplanned or unexpected event in any kinds of situation of teaching learning process, so it can be used if the teacher really needs it. So it can be concluded that incidental learning takes place wherever people have the need, motivation, and opportunity for learning. On contrived learning, the teacher must have a smart and an open mind; means that every material and problem must be learned carefully supposes to get a good material in contrived learning. So it needs a lot of experience for the teacher who wants to do the contrived learning.

To conclude, to improve the good vocabulary skill, the researcher tries to improve the student's vocabulary ability through incidental and contrived learning. The purposes are to recognize the word meaning and improve the student's ability on vocabulary through it. The best way to recognize the word meaning is by using context clues "hints provided by the words and sentences surrounding the unfamiliar word", Wiener and Bezerman (1988: 10) figure out the unfamiliar word by word analysis that is recognizing the parts of the words, and recognizing parts of speech to deal with the meaning of the words. Theory from Barrett Taxonomy is related with reading comprehension that explains about how the student produces from memory ideas and information explicitly stated in the reading selection that is from literal comprehension, name recall, and the recall such as: recall of details, recall of main ideas, recall of a sequence, recall of comparison, recall of character traits, and recall of cause and effect relationships. The reading theory above is used to help students to improve their vocabulary learning.

Based on the description above, the researcher wants to increase the student's vocabulary by conducting an action research, entitled: Increasing Vocabulary Mastery through Incidental and Contrived Learning for the First Year Student of Mechanical Engineering of SMK Negeri 2 Klaten.

B. Problem Statement

The problem statements of this research are:

1. How is the implementation of incidental and contrived learning at the first year students of Mechanical Engineering of SMK Negeri 2 Klaten?
2. How far is the increasing of vocabulary mastery of the first year students of Mechanical Engineering of SMK Negeri 2 Klaten after teaching vocabulary by using incidental and contrived learning given?
3. What are the advantages and disadvantages of teaching vocabulary using incidental and contrived learning at Mechanical Engineering of SMK Negeri 2 Klaten?

C. Limitation of the Study

In this research, the writer limits only on the process of increasing vocabulary mastery through incidental and contrived learning at the first year of Mechanical Engineering of SMK Negeri 2 Klaten.

D. Objective of the Study

In general, this study aims to increase the student's vocabulary mastery specifically it is to:

1. Describe the implementation of incidental and contrived learning to increase the student's vocabulary mastery at the first year students of Mechanical Engineering of SMK Negeri 2 Klaten.

2. Know the increasing of vocabulary mastery of the first year students of Mechanical Engineering of SMK Negeri 2 Klaten after teaching vocabulary by using incidental and contrived learning given.
3. Describe the advantages and disadvantages of teaching vocabulary by using incidental and contrived learning.

E. Benefit of the Study

The benefits expected from the study are as follows:

1. Theoretical Benefit
 - a. The result of this study hopefully can give much input to other researchers who want to analyze the implementation of incidental and contrived learning to increase vocabulary mastery.
 - b. This research can be used for the teacher to find new innovation in teaching vocabulary
2. Practical Benefit
 - a. This research paper can give much information to the teacher about the ability of students in vocabulary, in order that the teacher can teach English especially vocabulary easily.
 - b. This research paper shows the ability of the students in vocabulary mastery, so they will be encouraged to improve their ability in mastering vocabulary in many ways.

F. Research Paper Organization

The writer divides this research paper into five chapters, there is as follows:

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

Chapter II is review of related literature. This chapter discuss previous study consists of the research from the other researcher, teaching vocabulary, vocabulary mastery, increasing vocabulary mastery, incidental and contrived learning.

Chapter III is research method. This chapter explains type of the research, subject of the study, object of the study, method of collecting data, credibility of data, research procedures, and technique for analyzing data.

Chapter IV is research finding and discussion. This chapter explains the result of the observation in teaching vocabulary using passage in the first year students Machine Engineering of SMK 2 Klaten.

Chapter V is the last chapter. This chapter presents conclusion and suggestion.