

CHAPTER 1

INTRODUCTION

A. Background of the Study

One of the elements of language that cannot be separated from learning English is vocabulary. It is hard to master the four language skills without mastering or understanding a number of vocabulary, because it is fundamental in language learning. Teaching vocabulary earliest is better than teaching it later. Let alone the general objective is to prepare the students to have competitive value in global era and to introduce English.

Vocabulary is one of the elements of the language that should be learnt and taught. It will be hard to master language without mastering or understanding certain number of vocabulary. There are some experts who give explanation about the importance of vocabulary. (Numan, 1998: 117) argues that acquisition of an adequate vocabulary is essential or successful second language used because without an extensive vocabulary, students will be unable to use to structure and function students may have learned for comprehensible communication.

Vocabulary is central to language and of critical importance to typical language learner. Without a sufficient vocabulary, one cannot communicate effectively or express his ideas in both oral and written form. Having a limited vocabulary is also barrier that precludes learners from learning a foreign

language. With the vocabulary skill, the students will get a lot of ideas to speak using the correct vocabulary.

In Muhammadiyah University of Surakarta, vocabulary is taught as part of curriculum concerned with syllabus. In English department, vocabulary learning is called Lexicon. Usually it is given to the first year students. Vocabulary is the easiest aspect of a second language to learn and that it hardly requires formal attention in the classroom. Without an extensive vocabulary we will be unable to use the structures and functions which we may have learned for comprehensible English communication. The teacher is responsible for the students to give the strategy of learning vocabulary easily that is suitable with the students need. Vocabulary is given for the first semester because a lot of students cannot mastery vocabulary well.

For English department students at Muhammadiyah University of Surakarta, learning vocabulary is basically to prepare them to understand written and spoken English and help them become independent learners. To understand both spoken and written English, they need to master wide vocabulary size (at least 3000 words). Mastering words means not only knowing the meaning but also knowing what word is usually associated with, how it is pronounced, and how it is used. Since words should be learned in chunks, vocabulary must be learned in context. In addition, as there are many words that students have to learn, so students need to acquire various learning vocabulary strategies. On the basis of this fact, students have to develop their vocabulary size by memorizing

them. They learn the words in various texts. In addition, they have to be equipped with various learning vocabulary strategies. These strategies enable the students to understand content and function words and know how to use the words. At the end of the lesson, students are expected to be able to identify content and function words, differentiate the two words, make sentences using the two words.

From the reason above, it is concluded that teaching vocabulary can make the students able to understand content and function words and know how to use the words. The writer is interested in observing the teaching learning process of vocabulary especially at English department. Thus, the writer will conduct the research entitled: **TEACHING LEARNING PROCESS OF VOCABULARY AT ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA.**

B. Problem Statement

In this study, the writer formulates the problem as follows:

How is the teaching learning process of vocabulary at English Department at Muhammadiyah University of Surakarta? Specifically, it is to answer the following questions:

1. What are the methods implemented by the teacher?
 - a) What are the learning objectives?
 - b) What are the teaching materials of vocabulary?
 - c) What is the syllabus model?
 - d) What are the classroom activities?

- e) What are the teacher's roles?
 - f) What are the students' roles?
2. What are the strength and weakness in teaching learning process of vocabulary?

C. Limitation of the Study

To make the research paper clearly understood by the readers, the writer would like to limit the study as follows:

1. The subject the study is limited to the English vocabulary teacher and the English department students especially at the first semester at Muhammadiyah University of Surakarta in 2010/2011 academic year.
2. The object the study is limited to the result of the teaching learning process of vocabulary at English Department at Muhammadiyah University of Surakarta. It is taken at English Department at the first semester in the lexicon class on the 21 September until December 21, 2010 in the class H containing 40 students for each the class.

D. Objective of the Study

The objective of the study is aimed to describe the teaching learning process of vocabulary at English department in Muhammadiyah University of Surakarta.

To answer this objective the study, the writer raises some subsidiary research questions as follows:

1. To describe the methods implemented by the teacher.

2. To describe the strength and weakness in teaching learning process of vocabulary.

E. Benefits of the Study

1. Theoretical Benefit
 - a. The result of research can be used as input in English teaching learning process especially in teaching vocabulary.
 - b. The result of this research can be used as the reference for those who want to conduct a research in English teaching- learning process.
2. Practical Benefit
 - a. This research gives input for English teacher and learner about how to study English well.
 - b. It can help the students learn to English language easily in context.
 - c. It can help the students to understand and know how to use English words.
 - d. To prepare them understand written and spoken English and help them become independent learners.