

CHAPTER I

INTRODUCTION

A. Background of the Study

Human being living in the environment of society needs a language. It is an important way to help people create communication among individuals or communities. The language as the tool of communication commonly used is English. Since English becomes an international language, it is very important for people to learn it.

English is the first foreign language in Indonesia. It is an important means in developing language, 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 nations in order the people easy to communication.

As a compulsory subject English is taught at many levels of education where in Indonesia it is taught from elementary school up to university. In junior high schools, English is one of the subjects taught as the local content. The focus is not only on developing the four language skills, but also two important elements of the language, that is vocabulary and grammar.

Vocabulary is one of the elements of language that should be learnt and taught. It will be hard to master language without understanding and mastering a certain number of vocabulary. There are some experts who

explain the importance of vocabulary. As stated by Nunan (1991:117), the acquisition of an adequate vocabulary is essential or successful second language used because without an extensive vocabulary, students will be unable to use the structure and function. Students may have learned for comprehensible communication.

Vocabulary is the first component that must be learnt by students in learning language. It cannot be separated from other elements of English in teaching learning process in four skills such as speaking and writing, because vocabulary influences student's ability in studying English. Without sufficient vocabulary, students will be difficult to understand the meaning of words in English and cannot communicate also express the ideas easily. Y junior high school is the second step that the students learn English after in Elementary school, so they get a little basic skill in English. It may seem a little strange to see the productive skills as sources of vocabulary learning, but using vocabulary productively can strengthen learning and can push learners to focus on aspects of vocabulary. Teacher is one of the components who has an important role in the learning process, because the teacher is expected to be creative in developing her teaching English for Teenagers.

Preliminary observation shows that the first year students of MTS 04 Blagung still have limited vocabulary. There are causes of the problems in teaching learning process in MTS 04 Blagung. The first, the students still have limited vocabulary because they get difficulties to memorize the

meaning. The second, the students have difficulties in pronouncing the words. The third, the students feel shy to ask the teacher when they do not understand about the material and not interested in studying English, so they do not have maximal result in studying.

Based on the observation, the problems in the teaching and learning vocabulary at MTS 04 Blagung mostly come from the teachers. The factors are: (1) the teacher is not creative to use technique, because usually the teacher teaches vocabulary by translating of the beginning of the lesson or translating the material containing new words or glossaries at the end of the lesson, (2) the teacher does not give proper time for the students practice pronouncing the words, and (3) the technique of the teaching vocabulary that the teacher uses seems ineffective for the students. It does not give the students great motivation to learn.

Because of the reasons stated above, the writer chooses to use contrived learning to increase the students' interest in learning English. Contrived learning is one of the teaching vocabulary methods, that focuses on speaking and writing or focused on meaning output where the learners' main attention is on communicating message and following the Chunks. Such condition makes students more active in speaking and writing. This method is useful for the students as a solution of the problems in learning English, that improve students' ability to memorize, use, and pronounce the words. It also makes the students aware of the existence chunks and of the

fact that learning vocabulary is more than just learning individual words because collocation must take into consideration.

Teaching vocabulary should be taught by using effective technique. Teacher will know the weakness and strength of the material, and they will be able to improve their teaching. Based on the background above the writer is interested in conducting a research about **“INCREASING VOCABULARY MASTERY THROUGH CONTRIVED LEARNING AT THE FIRST YEAR OF MTS 04 BLAGUNG BOYOLALI IN 2010/2011 ACADEMIC YEAR”**.

B. Problem Statement

Based on the background of the research, the problems are formulated as follows:

1. How is the process of teaching vocabulary through contrived learning to the first year students of MTS 04 Blagung?
2. Can contrived learning increase the student's vocabulary mastery?

C. Objective of Problem

. In general the study aims at increasing student's vocabulary mastery through contrived learning. Specially, it is to:

1. describe the procedures of teaching vocabulary through contrived learning,

2. know whether the contrived learning can improve the students' vocabulary Mastery, in order to that student is able to pronounce the words correctly.

D. Limitation of the Study

In order to make this research feasible, the writer limits the study on the contrived learning as follows:

1. The contrived learning is learning English focused on students activity on speaking and writing from reading passage or from short story, to provide opportunities for students to observe the grammatical units and how they are used in real context. The passage will give extensive exposure to words, expressions, and stuctures. Following the passage are chunk identification, completion, matching, word family identification, and rewriting exercises.
2. The purposes of teaching vocabulary through contrived learning in order that the students are able to recognize in spoken and written form, able to pronounce the words correctly and know the meaning.

E. Benefit of the Study

The writer hopes that this research gives two major benefits, they are theoretical and Practical benefits.

1. Theoretical Benefit

The writer hopes that the result of this research will enrich the theory of Vocabulary and teaching especially through contrived learning.

2. Practical Benefit

a. By teaching vocabulary through contrived learning, the teacher can motive the students in order to make them interested in learning vocabulary.

b. This study can be used by the teacher to provide the better technique for teaching vocabulary in junior high school.

F. Research Paper Organization

This study is divided into five chapters:

Chapter I is Introduction. It consists of Background of the Study, Problem of the Study, Objective of the Study, Limitation of the Study, Benefit of the Study, Research Paper Organization.

Chapter II deals with Review of Related Literature. It consists of Previous Study, General Concept of Vocabulary, and Procedure in Teaching Vocabulary through contrived learning, Principles of teaching vocabulary and the advantages of contrived learning, Theoretical Framework, and Action Hypothesis.

Chapter III is Research Method. It consists of type of the Research, Subject of the study, Object of the Study, Data and data Source, Method of Collecting Data, Technique for the Analyzing Data, and Action Procedure.

Chapter IV presents Result and Discussion of Action Research, and
The Result of Teaching through contrived learning.

Chapter V is Conclusion and Suggestion.