

CHAPTER I

INTRODUCTION

A. Background of the Study

Vocabulary is central of language teaching and learning. It means that by mastering the vocabulary, of course with grammar, the learners will produce so many sentences easily either in spoken or written one. They can also communicate with other people fluently and express their opinion or ideas conveniently.

Mastering vocabulary is important for learners since vocabulary knowledge, as one of the basic component, plays an important role in the four languages skills. It gives contribution to learners to perform their skill better. It is impossible for the students to perform their English appropriately, if their vocabulary is very poor. In short, by having too limited vocabulary, the students find it difficult to master language skills, since a good store of words is crucial for understanding and communicating. Therefore, vocabulary mastery must be on the first priority in English language teaching.

There is an appropriate way to teach adolescent, especially teaching vocabulary as an essential means in learning English. Teaching vocabulary to adolescent is not the same as teaching vocabulary to adults. Adolescent and adults have different characteristics and motivation. Adolescent and adults don't realize that every single word can be found every where. The teaching vocabulary for junior high school needs appropriate technique in

order that the students do not feel bored and they become active in the classroom. Adolescent don't have self motivation and need to learn English but adults are aware of the importance of learning English. Thus, they have self-motivation to learn the language.

The problems that most of the students encounter are their inadequate vocabulary and their low motivation in joining teaching-learning process. There are some indications which show the weakness of the students' vocabulary. For example: first, in reading activity, students may sometimes stop to read and pronounce the English sentences or words because they have difficulty to read them correctly. Second, in speaking activity, they find difficulty to express their ideas orally because they lack of vocabulary, even though it is a simple thing. Third, the students' English achievements test results are still low.

The similar problems also occur in SMP N 4 Salatiga. Based on an observation at the first year, there are two problems in teaching vocabulary at Junior High School. First, the teacher pays less attention to teaching vocabulary. For example, the teacher usually teaches based on the text from the book. It makes the students easily bored and lazy to learn. Second, the teacher seldom gives the new vocabulary items, so they have limited vocabulary. Consequently, they get difficulty to do the exercises. Teachers should be able to maximize time of learning process and make a good atmosphere which makes students not bored and lazy in the classroom. Because of the problems, students get difficulties in learning vocabulary. To

solve the problems, the researcher tries to conduct an action research by applying teaches implemented using *Food Package* visual aids especially in teaching vocabulary. Thus, teaching English especially in teaching vocabulary at Junior High School less or more should use a technique that still has association with playing games, pictures, cards, puzzles, etc. It gives a way to make teaching vocabulary to children easy and effective.

In this study, the writer is interested in carrying out a research dealing with mastery of vocabulary. The students' mastery of vocabulary will encourage them to have good language skills. Due to the fact, in this research, the writer as the teacher brings forward the way of teaching English vocabulary using *Food Packages* at Junior High School. Teaching materials above actually concern with visual aids of teaching. Teacher can teach the vocabulary using its colorful packages and easy to remember it.

Palim and Power (1990: 8) agree that “an effective learning can be reached through learning by doing, presenting, practicing, and recycling, as the teaching procedure”. Based on the background above the writer would like to conduct an action research of teaching vocabulary using *Food Packages* at Junior High School. That is why the writer chooses **IMPROVING STUDENT’S VOCABULARY MASTERY USING *FOOD PACKAGES VISUAL AIDS* AT THE FIRST YEAR OF SMPN 4 SALATIGA** as the title of this research paper.

B. Limitation of the Study

The study is limited to vocabulary mastery and the benefit of improving vocabulary mastery by using *Food Packages Visual Aids* at the First Year Students of Junior High School.

C. Problems of the Study

Can Food Visual Aids Packages improve the students' Vocabulary Mastery at the First Year Students of SMPN 4 Salatiga?

D. Objective of the Study

There are general and specific objectives of the study as follows:

1. The general objective of the study is to improve students' vocabulary in learning English.
2. The specific objectives of the study are to:
 - a. describe the procedures of improving vocabulary mastery using *Food Packages Visual Aids* at Junior High School,
 - b. know whether using *Food Packages Visual Aids* at Junior High School can improve the students' vocabulary mastery.

E. Benefit of the Study

The writer hopes that this research can give contribution to the English teaching and learning. It has two major benefits i.e.: theoretical and practical benefits:

1. Theoretical Benefits

- a. This research might be useful for lecturer or teacher in giving additional input and reference about the realization of vocabulary to the students of junior high school.
- b. This research will be helpful for the learners to understand about vocabulary.

2. Practical Benefits

The finding of this research will be useful for other researchers who are interested in analyzing improving vocabulary mastery.

F. Research Paper Organization

Research paper organization is given in order that the readers could easily understand the context of the research paper. The study is divided into five chapters that will be organized as follows.

Chapter I is the introduction which consists of the background of the study, limitation of the study, problem of the study, objective of the study, benefit of the study, and research paper organization.

Chapter II is the review of related literature which consists of previous study. The second is the general concept of vocabulary. It consists of the notion of vocabulary, the kinds of vocabulary, the notion of vocabulary mastery and the teaching of vocabulary. The third is the general concept of visual aids. It consists of the notion of visual aids, the form of

visual aids, the notion of *Food Packages*, and the function of *Food Packages*.

Chapter III is research methodology. This covers the subject of the research, the object of the study, the type of the research, the data and data source, the method of collecting data, the research procedure, and the technique for analyzing data.

Chapter IV is the research finding and discussion of improving vocabulary mastery using *Food Packages* visual aids at First year students of SMP Negeri 4 Salatiga.

Chapter V is the last chapter. It consists of conclusion and suggestion.