

CHAPTER I

INTRODUCTION

A. Background of the Study

In this global era, English is very important for people life, because English is an international language and most of countries in the world use this language, either as the first or the second language. English is also the key, which opens doors to scientific and technical knowledge. English is a top requirement of those seeking jobs, so English must be taught in primary school.

Education is a very important aspect in human live. However, many people get some problems in getting the material informed to them. Children or students who usually get difficulties to get information here are called disabled learners. Without a sufficient vocabulary, the students can not communicate effectively or express his ideas in oral or in written form. Having a limited vocabulary is also barrier that precludes learners from learning a foreign language. Learning disability is defined as the disorder in one or more of the basic psychological process involved in understanding or in using spoken or written language. The disorder result in problems in such skills and abilities as listening, thinking, speaking, reading, writing, or spelling.

For most students, learning English is very difficult, especially in vocabulary, because English still be foreign language for them. A vocabulary usually grows and evolves with age, and serves as a useful and fundamental tool for

communication and acquiring knowledge. Many students have difficulties in learning English because they cannot memorize what the name of things surround them, for example many use of new vocabulary in their learning, especially in teaching learning process in vocabulary class. 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. The students feel difficulty to understand content and function words and know how to use the words. At the end of the lesson, students are expected to able to identify content and function words, differentiate the two words, make sentences using the two words.

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. Nunan (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 correct vocabulary (Hornby, 1995: 1328).

In Muhammadiyah University of Surakarta, vocabulary is taught as part of the subject must be taught 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. 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 3500 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.

Muhammadiyah University of Surakarta obliges its student to learn English. In English class, usually teacher will felt difficulty because student that not yet accustomed to lesson. In vocabulary class teacher easier to prepare the materials and can submitting the materials well, so the student also can understand the materials clearly and briefly, especially when the students who have interesting and to join with other friends. Muhammadiyah University of Surakarta usually find problems with teaching English vocabulary for their students, join the meaning of the real word in English to Indonesian because their students usually feel bored at class easily when they are taught English lesson. In English Department at vocabulary class consist of 40-45 students each class. Based the phenomenon above, researcher and the English teacher of Muhammadiyah University of Surakarta try to investigate the teaching learning process of vocabulary in vocabulary class when the teacher teach vocabulary to reach the goals of teaching-learning.

The writer is interested in having a study on teaching learning process of vocabulary at English department of Muhammadiyah University of Surakarta. In addition, realizing that most of the students usually get difficulties in understanding the vocabulary. The writer wants to know the teaching learning process of vocabulary at English department of muhammadiyah university of Surakarta.

Based on the phenomenon above the writer wants to analyze deeper about teaching learning process of vocabulary especially at English Department, the writer will conduct the research entitled: THE TEACHING LEARNING PROCESS OF VOCABULARY AT ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA: A MICRO ETHNOGRAPHY.

B. Problem of the Study

Based on the research background, the writer is going to discuss the research 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 is the learning objective?
2. What is the teaching material of vocabulary?
3. What is the syllabus model?
4. What is the teaching method (procedure, teacher role and students' role, technique, classroom activity)?
5. What are the evaluations in teaching-learning process of vocabulary?
6. What are the strength and weakness in teaching-learning process of vocabulary?

C. Objective of the Study

Based on the problem statement, the objective of this study will be as follows:

To describe the teaching-learning process of vocabulary class at English Department of Muhammadiyah University of Surakarta, specifically:

1. To know the learning objective in teaching vocabulary class at English Department of Muhammadiyah University of Surakarta.
2. To know the material to teach vocabulary class at English Department of Muhammadiyah University of Surakarta.
3. To know the syllabus that teaching vocabulary class at English Department of Muhammadiyah University of Surakarta.
4. To describe the teaching method (procedure, technique, teacher and students rule, classroom activity) and the difference or similarities the teaches vocabulary at English Department of Muhammadiyah University of Surakarta.
5. To describe the evaluation that use to teach vocabulary at English Department of Muhamadiyah University of Surakarta.
6. To measure the strengths and the weakness using many classroom activities to teach vocabulary at English Department of Muhammadiyah University of Surakarta.

D. Limitation of the Study

In conducting this study, the writer makes limitation. The writer only focuses on the teaching learning process of vocabulary at English Department of Muhammadiyah University of Surakarta in 2011 academic year. The subject the study is limited to the English vocabulary teacher and the English department students especially at the first semester in lexicon class at Muhammadiyah University of Surakarta in 2011/2012 academic year.

E. Benefit of the Study

The result of this research is expected to give some benefits, this research will be beneficial both theoretically and practically:

1. Theoretical Benefit

- a. The result of the research can be used as an input in English teaching learning process especially in teaching vocabulary.
- b. The result of the research can be used as the reference for those who want conduct a research in English learning process.

2. Practical Benefit

- a. The reader

It will give some information and knowledge to the readers about the process of teaching vocabulary.

b. Students

It will give an experience and clear understanding about the teaching vocabulary.

c. Teacher

It will give contribution for English teacher. It can be a reference to improve their ability and competence in teaching English.

F. Research Paper Organization

The writer organizes this research paper in order to make the readers easily understand. In writing this paper, the writer divides it into five chapters.

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

Chapter II is review of related literature. It deals with previous study, notion of teaching, learning, teaching vocabulary, general concept of teaching vocabulary, the teaching method (procedure, technique, teacher and students rule, classroom activity).

Chapter III presents research method, which consists of type of the study, subject of the study, object of the study, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV is result of the research and discussion. It consists of the result are to describe the teaching learning process of vocabulary by the English lecturer, to

describe the syllabus, the learning objective, the material, the teaching method (procedure, technique, teacher and students rule, classroom activity) and the differences and the similarity the teaches ,the evaluation, the strengths and the weakness in teaching learning process of vocabulary at English Depatment of muhammadiyah university of Surakarta.

Chapter V is conclusion and suggestion. It presents conclusion of the research and completed by suggestion.