

# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

To master vocabulary the students should have ability in understanding and using vocabulary. Fauziati (2010:61) states that vocabulary is central to language and of critical important to typical language learner. The students are not only expected to be able to use the words for communicating and expressing their idea both in oral and writing form, but are also expected to select the words which are suitable with the condition, situation, and structure of sentences. Vocabulary is very important for student because people cannot convey the communication without vocabulary mastery. It is also impossible for people to give good responses or suitable feedback if they do not understand what the speaker speaks. People who has not efficiency of vocabulary are difficult to send message well to another people because they cannot give much and clear information. Wilkins (1972) in Thornbury (2002:13) states that without grammar language very little can be conveyed, without vocabulary language nothing can be conveyed.

Teaching vocabulary to the students is not easy. Many teachers and students neglect the importance of vocabulary mastery. Some teachers omit vocabulary teaching from their teaching-learning activities. Some teachers also do not try to teach vocabulary in an interesting way, so many of the students get bored when studying vocabulary and become uninterested in

learning vocabulary. In Indonesia, many teachers used traditional techniques in teaching vocabulary to the students, for example, students are supposed to write the vocabulary on the whiteboard. After that, the students have to pronounce it together and the last the students must remember it. And the next day when the students find the new word or the last word, they have to open the dictionary to look or to remember for the meaning. It becomes serious problem in English teaching-learning activity.

The writer observed SMP Muhammadiyah 7 Eromoko Wonogiri. The subject of the study is English teacher and the students in the first year of SMP Muhammadiyah 7 Eromoko Wonogiri in 2012/2013 academic year. There are some reasons of the writer took SMP Muhammadiyah 7 Eromoko Wonogiri as a object of this research, they are:

1. The location and situation

The location of SMP Muhammadiyah 7 Eromoko Wonogiri is far from the city and it has students from lower class. This school is free of administration expense.

2. Enthusiasm of the students

Enthusiasm of the students to know about English language is not high. It is showed when the students had minimum result in pronunciation subject because they also had difficulty in memorizing the vocabulary and the meaning of the words. They thought that English is not important to study and it is difficult to understand because the pronunciation and writing are different. So far, the teacher in this school

used traditional technique in teaching-learning vocabulary. The students are supposed to write the vocabulary on the whiteboard. Then they have to pronounce it together and must remember the new word. If the students forget the new word, they have to open the dictionary or note to look or to remember for the meaning.

### 3. Enthusiasm of the teacher

The enthusiasm of the English teachers are so high in teaching the students about English lesson. It is due to the fact that most students did not get English lesson or they had minimum knowledge about vocabulary in Elementary School. Learning English from Elementary School is very important for students Junior High School. The students should be able to comprehend the content and they can answer the questions which are appropriate with the text. So the teacher should introduce English to their students and teach them based on their need.

Based on the background above, the writer is interested in conducting a research entitled **TEACHING TECHNIQUE APPLIED BY ENGLISH TEACHER TO IMPROVE STUDENTS' VOCABULARY AT THE FIRST YEAR OF SMP MUHAMMADIYAH 7 EROMOKO WONOGIRI IN 2012/2013 ACADEMIC YEAR.**

## **B. Problem Statement**

Based on the background of the study, the writer formulates the problems as follows:

1. What is the teacher's technique to improve students' vocabulary at the first year of SMP Muhammadiyah 7 Eromoko Wonogiri in 2012/2013 academic year?
2. What are the problems faced by teacher in the process of teaching-learning vocabulary at the first year of SMP Muhammadiyah 7 Eromoko Wonogiri in 2012/2013 academic year?
3. How does the teacher solve the problems in teaching-learning vocabulary at the first year of SMP Muhammadiyah 7 Eromoko Wonogiri in 2012/2013 academic year?

### **C. Objective of the Study**

Based on the problem statement, the objectives of the study in this research are:

1. To describe the teacher's technique in improving students' vocabulary at the first year of SMP Muhammadiyah 7 Eromoko Wonogiri in 2012/2013 Academic Year.
2. To identify the problems faced by teacher in the process of teaching-learning vocabulary at the first year of SMP Muhammadiyah 7 Eromoko Wonogiri in 2012/2013 Academic Year.
3. To describe the problem solving used by teacher in teaching-learning vocabulary at the first year of SMP Muhammadiyah 7 Eromoko Wonogiri in 2012/2013 Academic Year.

#### **D. Limitation of the Study**

In this research, the writer limits her research on the teacher's technique to improve students' vocabulary at the first year of SMP Muhammadiyah 7 Eromoko Wonogiri in 2012/2013 academic year.

#### **E. Benefit of the Study**

The benefits expected from the study are as follows:

##### **1. Theoretical Benefit**

- a. The result of the research can be used as reference for those who want to improve their vocabulary mastery.
- b. The result can be used for the teacher to find the innovation in teaching learning vocabulary.

##### **2. Practical Benefit**

###### **a. Students**

This result can help the students in increasing their ability in vocabulary mastery.

###### **b. Teachers**

The teachers might use the technique to improve vocabulary as an alternative to increase vocabulary mastery.

###### **c. Other Researchers**

The result of this study hopefully can give much input to another researcher who wants to conduct a research in improving students' vocabulary.

## **F. Research Paper Organization**

In this research paper organization, the writer constructs the research paper into five chapters, as follows:

Chapter I is introduction, which consists of 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. It deals with previous study, theoretical review of vocabulary, teaching vocabulary that consist of classroom activities, method, technique for teaching vocabulary and improving students' vocabulary.

Chapter III presents research method, which consists of type of the study, place and time of the research, subject and 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 that describes the process of teaching vocabulary, the problem faced by the teacher in teaching vocabulary, the problem solving used by the teacher, and discussion of the research findings.

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