

CHAPTER I

INTRODUCTION

A. Background of the Study

Language plays an important role in our everyday life interactions. It is used by human to do communication with other people in conveying and sharing idea, feeling, emotion, and information both in spoken and written forms. It also serves the human needs in their everyday communication in any situation.

Language is classified into 3 types, namely: first language, second language and foreign language. First language is the language that a person has learnt from birth or within the critical period, or that a person speaks the best and so is often the basis for sociolinguistic identity. First language is also called mother language, native language or L1. Second language is a language that is not the mother tongue, but that is used for public communication. In other words second language is a non-native language officially recognized and adopted in a multilingual country as a means of public communication. Foreign language is a language indigenous to another country. It is also a language not spoken in the native country of the person referred to.

The differences between first language and second language are: first language is learned by a child at home usually from their parents. It is typically acquired at the crucial period of cognitive development; pre-

puberty, when L1 and other crucial life-skills are also acquired or learned. Second language is learnt by a child after he/she gets his/her first language. It is not learned as part of the learner's general cognitive development. It is not an essential life-skill in the same way that the L1 is.

In Indonesia, the first language is Indonesian. English is studied in Indonesia as second language or foreign language. It becomes a problem because of the position of English as a second language or foreign language still a strange material for a learner, so, the mastery of its language still contain many obstacle. Because of it, in English teaching learning process should be beginning with a new second language vocabulary taught. It will make learner easier to learn English as second language or foreign language.

Basically, there are four skills required in English teaching learning program. They are reading skill, speaking skill, listening skill and writing skill. These four major are depending on the vocabulary mastery. Fauziati (2010: 61) states vocabulary is central to language and critical importance to typical language learner. Without a sufficient vocabulary, ones cannot communicate effectively or his ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a foreign language. Vocabulary as one of the language elements is very important to be studied and mastered in order to develop student's language skill. Vocabulary became the foundation when we start to study English. Vocabulary is the first step to learn English, because without knowing a lot of vocabulary in English the learner will get difficulties in mastering English.

Thus, vocabulary should be the first priority in English language teaching and learning.

In teaching and learning process, Vocabulary should be learned with all aspect of vocabulary or words. The aspects of vocabulary is not just the word meaning, but it also related with how it is spelled, how it is pronounced, how it is inflected (i.e. how it changes if it is a verb, noun or adjective), other grammar information about it, and how it collocates or what other words are often used with it. The learners has an important job to memorize it. So the teacher should create an effective ways or technique to help the learner to memorizing vocabulary.

In the reality implementation of teaching and learning process, not all teacher give the all aspect vocabulary or words when they teach vocabulary. The learner also just learn a part of the aspect of vocabulary or words especially the meaning of the words. It will not give a complete understanding of vocabulary.

The implementation of teaching and learning vocabulary is quite different with the theory. Azwani (2010) in Saputro (2013) argues that even though students realize the importance of vocabulary when learning language, most students learn vocabulary passively due to several factors. First, they consider the teacher's explanation for meaning or definition, pronunciation, spelling and grammatical functions boring. In this case scenario, language learners have nothing to do in a vocabulary learning section but to listen to their teacher. Second, students only think of vocabulary learning as

knowing the primary meaning of new words. Therefore, they ignore all other functions of the words. Third, students usually only acquire new vocabulary through new words in their textbooks or when given by teachers during classroom lessons. For example, learners find many new words in a context or text and then ask the teacher to explain the meanings and usages. Many learners do not want to take risks in applying what they have learnt. Students may recognize a word in a written or spoken form and think that they already "know the word", but they may not be able to use that word properly in different contexts or pronounce it correctly. From this differentiation of the theory and implementation, it's the teacher job to correct the incorrect habit from the learner in learning vocabulary at the teaching and learning vocabulary process.

From the explanations and reasons above, the researcher would like to specify this research especially in the teaching and learning vocabulary process at junior high school. Thus the researcher chooses title **“TEACHING ENGLISH VOCABULARY TO THE SEVENTH GRADE STUDENTS OF SMP MUHAMMADIYAH 5 SURAKARTA”**.

B. Limitation of the Study

In order that the study can be deeply examined, the researcher needs to limit the study at:

1. Describing the material and teaching technique used in teaching English vocabulary to seventh grade students in SMP Muhammadiyah 5 Surakarta.

2. The subject of the study is limited at seventh grade students of SMP Muhammadiyah 5 Surakarta.
3. The object of the study is limited on the teaching English vocabulary at seventh grade students of SMP Muhammadiyah 5 Surakarta.

C. Problem Statement

Based on the previous background study of this research, the researcher stating the problem: How is the process of teaching and learning English vocabulary at seventh grade students of SMP Muhammadiyah 5 Surakarta.? The problem statement can be made more specific likes:

1. What are the objectives of teaching English vocabulary?
2. Where is the material taken from?
3. What teaching technique used in teaching English vocabulary?
4. What is the teaching procedure?

D. Objective of the Study

The objectives of the study in general is to describe the process of teaching English vocabulary. Specifically, it is to describe:

1. The general goal of teaching English vocabulary and the goal of teaching vocabulary to seventh grade students of SMP Muhammadiyah 5 Surakarta.
2. The material source.
3. The technique of teaching English vocabulary that used at SMP Muhammadiyah 5 Surakarta.

4. The procedures in teaching English vocabulary at SMP Muhammadiyah 5 Surakarta.

E. Significance of the Study

The researcher really hopes that this research has some benefits to the researcher personally and the reader as general. The benefits of the study are:

1. Theoretical Significance

- a. This research will enrich the theory of teaching English vocabulary.
- b. The result of this research can be used as an input in teaching and learning English process especially in teaching vocabulary.

2. Practical Significance

- a. For the students

The researcher really hopes that this study can give contribution to help the learner to understanding the English vocabulary.

- b. For the teacher

The researcher really hopes that this study can give contribution to help the teacher in teaching and learning vocabulary.

- c. For the school

The result of this study can be a reflection in teaching learning process.

F. Research Paper Organization

The concern of this study is explained in order the reader will be easier to understand the content of the research paper. The organizations are follows:

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

Chapter II is review of related literature. It consists of previous study, the notion of vocabulary, diction of vocabulary, teaching vocabulary, the nature of language teaching, the nature of language learning, and teaching aspect as Curriculum, Principles in teaching vocabulary, Technique, Media, and Evaluation.

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, and technique for analyzing data.

Chapter IV is research finding and discussion or result of the study that elaborates the process of teaching vocabulary based on the curriculum implemented, method in teaching vocabulary, media, system evaluation used in Smp Muhammadiyah 5 Surakarta.

Chapter V is the last chapter of this research paper that consists of conclusion and suggestion.