

## CHAPTER I INTRODUCTION

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

Language is the main communication tool for human life. Language has a central role to develop of intellectual, social, and emotional to support the learner to reach the success in another lessons. Language learning is a practicing form because without learn the human cannot uses the language well.

Development of foreign language, especially in English, it makes everybody increases their communication. In particular eras, foreign languages were mainly taught for the purpose of understanding text (reading comprehension) (Fauziati, 2014:3). In others, it was taught mainly to people who needed to use it for oral communication. English is important for human communication. So, they must be able to use it in everywhere.

People cannot accomplish all things which people might do without language, such as buying an item in shop, providing and requesting information, passing the time of day, expressing an opinion, declaring undying love, agreeing or disagreeing, signaling displeasure or happiness, arguing, insulting someone, and so on (Fauziati, 2013: 10). So, language is a form of communication used to express thoughts and ideas.

In curriculum 2013, English lesson must be given to the students on Junior High School. English becomes one of subject to be learned by the students. MTs Negeri Surakarta 2 is one of school in Surakarta that chooses English as the foreign language as a subject. At MTs Negeri Surakarta has 33 classes, start from first until third grades and there are 7 (seven) English teachers. In English, language skills are including listening, speaking, reading and writing skills. The four language skills are supported by language aspects such as vocabulary, pronunciation, grammar, spelling, and structure. Skills are the basic from the student for improving their ability to be master.

Vocabulary is one aspect of language skills. As Hockett (in Celce Murcia and McIntosh, 1978: 241), argues so far that “vocabulary is the easiest aspect

of a second language to learn and that it hardly requires formal attention in the classroom.” Vocabulary more than grammar, it is the key to the learner for understanding what he hears and reads in school and to communicate successfully with other people. For this reason it is very important for the learner to quickly build up a large store of words. Without a sufficient vocabulary, one cannot communicate effectively or express his ideas in both oral and written form (Fauziati, 2010: 61). For example: sometime some of learners want to communicate and express about their ideas, but they do not know how to express and say what they want to say, because they have limited vocabulary and understanding in learning vocabulary.

Decarrico in Celce-Murcia (2003:285) in Fauziati (2010) also states that “vocabulary learning is central to language acquisition, whether the language is first, second, or foreign”. Vocabulary is central to language and of critical importance to typical language learner. The learner must be taught about words with the other way to improve their vocabulary mastery, so they can apply in the four language skills: listening, speaking, reading, and writing.

Therefore, vocabulary is one of aspect to be mastered to reach competency in language skills. Beside that, learning vocabulary can help the learner to understand the meaning, improve the learners’ pronounce, increase the learners’ memorization, and essence of the process of learning a new language. Hatch and Brown (in Cameron 2001:84) mentioned that there are five essential steps of learning vocabulary. They are: having source for encountering new words, getting a clear image for the form of new words, learning the meaning of words, making a strong memory connection between the form and the meaning of the words, and using the words.

Language teacher, therefore, should possess considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning (Fauziati, 2010: 77).

One of the problems faced by the learners when learning language is about the difficulty to remember. But in other place has difference problem, especially at MTs Negeri Surakarta 2. English teachers at MTs Negeri

Surakarta 2 use different technique, but some of English teachers still use traditional technique, such as look for the meaning by dictionary and give some pictures. Teacher must know what the difficulty which is faced by the students when they are studying, especially vocabulary learning. Teacher should give some techniques and procedures that it makes the learner motivated and it is must be relevant and easy to remember in learning activity.

There is a set of options at the levels of theory and practice, as well confuse the terms approach, method, and technique. According to Richards and Rodger (1978: 146) in Fauziati (2014: 13-14) define approach as “assumptions, beliefs and theories about the nature of language and the nature of language learning which operate as axiomatic contrasts or reference point and provide a theoretical foundation for what language teachers ultimately do with learners in classroom”.

Anthony (1963: 95) in Fauziati (2014: 12) defines method as “an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach”. Method is treated at the level of design in which the roles of teachers, learners, and instructional materials are specified. Method is theoretically related to an approach and is organizationally determined by a design.

According to Fauziati (2014: 13) “technique is classroom practices done by the teacher when presenting a language program”. A technique is implementation that which actually takes place in a classroom. Richards and Rodgers (1993: 26) state that there are three dimensions to a method at the level of procedures. “First, the use of teaching activities (drill, dialogues, information gap) to present new language; second, the ways in which particular teaching activities are used for practicing language; and third, the procedures and techniques used in giving feedback to learners concerning the form or content of their utterance or sentences.”

In order to achieve the ultimate goal of student learning, it is important to use a combination of teaching methods and to make the classroom environment as stimulating and interactive as possible. Richard and Rodgers (1993: 3-4) in

Fauziati (2014: 19) vocabulary selection is based solely on the reading texts used and words are taught through bilingual word lists dictionary study, and memorization.

Based on the background above, the researcher interested in conducting aresearch entitled **CLASSROOM TECHNIQUES USED IN VOCABULARY DEVELOPMENT ACTIVITIES IN ENGLISH CLASSROOM: A NATURALISTIC STUDY AT MTS NEGERI SURAKARTA 2 IN 2015/2016 ACADEMIC YEAR.**

## **B. Problem Statement**

Based on the problem statement above, the researcher proposes the general and specific research questions as follows:

### 1. General Research Question

What are the kinds of classroom techniques used in vocabulary development activities in English classroom at MTs Negeri Surakarta 2?

### 2. Specific Research Question

a. What are the purposes of using each classroom techniques used in vocabulary development activities in English classroom at MTs Negeri Surakarta 2?

b. What are the teacher's roles in classroom techniques in vocabulary development activities in English classroom at MTs Negeri Surakarta 2??

c. What are the student's roles in classroom techniques in vocabulary development activities in English classroom at MTs Negeri Surakarta 2?

d. What are the instructional materials in classroom techniques used in vocabulary development activities in English classroom at MTs Negeri Surakarta 2?

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

Based on the problem statement mentioned above, the researcher has the general objective and specific objective as follows:

1. General Objective

General objective of the study is to describe the classroom techniques used in vocabulary development activities in English classroom at MTs Negeri Surakarta 2.

2. Specific Objectives

- a. The researcher describes the purposes of classroom techniques used in vocabulary development activities in English classroom at MTs Negeri Surakarta 2.
- b. The researcher describes the teacher's roles in classroom techniques used in vocabulary development activities in English classroom at MTs Negeri Surakarta 2.
- c. The researcher describes the student's roles in classroom techniques used in vocabulary development activities in English classroom at MTs Negeri Surakarta 2.
- d. The researcher describes the functions of instructional material in classroom techniques used in vocabulary development activities in English classroom at MTs Negeri Surakarta 2.

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

This research, the researcher makes limitation. The researcher only focuses on the classroom techniques used in vocabulary development activities in English classroom at MTs Negeri Surakarta 2.

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

1. Theoretical Benefit

- a. The result of the research hopefully to use as the reference for those who want to conduct a research in English teaching learning, especially in teaching vocabulary.
- b. The result of the research hopefully useful for enrich the techniques of teaching English vocabulary.

## **2. Practical Benefit**

### a. For the Teacher

The teacher can apply various techniques in teaching vocabulary so that the students are motivated and interested to learn more.

### b. For the Students

The researcher hopes that the students are motivated in learning English vocabulary and they can enhance their vocabulary.

### c. For the School

The result of this study is likely to be implemented by the teacher based on the curriculum of the school.

### d. For Other Researchers

The result of this study can be used as a reference in conducting other research, especially research on teaching vocabulary.

## **F. Research Paper Organization**

This research consists of five chapters. Chapter I is introduction that discusses 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 which covers previous studies and underlying theories.

Chapter III is research method which discusses type of the study, setting of the study, subject of the study, object of the study, data and data source, method of collecting data, technique for analyzing data, and data validity.

Chapter IV is description of the school, research finding and discussion. In this chapter the researcher presents the data, data analysis, finding, and discussion.

Chapter V is conclusion, pedagogical implication and suggestion.