

CHAPTER I

INTRODUCTION

A. Background of the Study

In this era English language is very important because English language is international language. It must be learned by everyone. As an international language English can help people to communicate with others or get some information from foreign people. In Indonesia English as the first foreign language is taught in schools. In this modern era, we can see that English language can be taught from kindergarten, then it is continued to elementary school, junior high school, senior high school up to university.

In teaching learning English, vocabulary has an important role in processing the students knowledge in teaching learning English. Teaching vocabulary is important aspect to learn English. According Decarrio in Celce-Muria (2003: 285) in Fauziati (2010: 61) vocabulary learning is central to laguange acquisition, whether the language is first, second, or foreign. Vocabulary is basic component to support the other skills in learning English language, namely listening, speaking, reading, and writing, so vocabulary should be given more attentions to be taught from the earliest stage for learning.

For most students, learning English language for second language is difficult. The first problem is mastering new words. Vocabulary is essential for the success of second language using because without an extensive vocabulary, one will not be able to use the structures and function he or she may learned for comprehension communication. Decarrico in Celce-Murcia (2003: 285) in Fauziati (2010: 61) states that “vocabulary learning is central to laguange acquisition, whether the language is first, second, or foreign.

One of the junior high school in Indonesia applying English as one subject of instruction is *SMP Batik Surakarta*. *SMP Batik Surakarta* used the 2006 curriculum

in teaching learning process. The teacher is the central of learning but the teachers also engage the students to participate in teaching learning process.

Especially in *SMP Batik Surakarta*, vocabulary is an important aspect in teaching English to support the other skills of English language learning. Teaching learning English in *SMP Batik Surakarta* is very interesting. The teachers use a variety of ways to develop the teaching and learning process of the students' English language skills. In teaching-learning process of English, teachers use a variety of classroom techniques to attract the attention of students in learning English.

In *SMP Batik Surakarta* the teacher use variety of techniques to develop the teaching and learning process of the students' English language vocabulary skill. The teacher use multimedia to teach vocabulary skill. Multimedia is very interesting media in teaching learning English. The students by using multimedia in teaching learning English to make it must interesting.

Sometime the teacher also faced some problems in teaching learning English in teaching vocabulary. The problems are faced by English teachers namely: the students not interested with English because they think that English is difficult to learn, the students had difficulty to memorize the meaning of words, and they had bad pronounciations.

In teaching vocabulary, teachers must master a variety of classroom techniques that can be adjusted to classroom conditions. Based on Fauziati (2014: 13) stated that technique encompasses the actual moment-to-moment practices and behaviors that operate in teaching a language according to particular method. In other words, techniques in classroom practiced done by teacher when presenting a language program. This is the way the classroom technique are integrated into lessons and used as the basis for teaching and learning.

Based on the statement, classroom technique is technique that teacher use in teaching learning process. The classroom technique is to help the students' to participate in the class. The teacher uses many kind of teaching classroom technique

to boost the students' motivation. So the student can be more interested in the following a lesson because they think the lesson is easy.

There is relation between approach, method, and technique. Celce-Murcia (2004: 9) stating that an approach is general (e.g. cognitive approach), that a method is specific set of procedures more or less compatible with an approach (e.g. the silent way method), and that a technique is very specific type of learning activity used in one or more methods (e.g. using colored rods of varying lengths to facilitate language practice in silent way). An approach is the natural characteristic that used in teaching and learning process, that a method is the way that used in approach, that a technique is a classroom activities that teacher uses in teaching and learning process.

There are many kinds of classroom techniques in teaching vocabulary. By memorization (vocabulary card system). Language scholars have long been concerned with the important role of memory in second language learning. Even many of them relate the power of memory in their innovation of language teaching methodology. Memory is very important in the development of a second language, and it is vocabulary which requires more generous treatment for memorization compared with other aspects of second language development. Memory and its components can be extremely helpful in vocabulary acquisition. Understanding how memory works might help us create more effective ways to teach vocabulary. Psycholinguistic perspective offers us some insights into this process. It seems that learning new items (i.e. vocabulary) involve storing them first in our short-term memory, and afterwards in long-term memory. People generally listen for meaning. They do not store the verbatim wording, unless they intend to. Therefore, it is common that they cannot recall speech word for word. They usually listen not for what is said but what is meant. In other words, people listen for ideas. However, verbatim memory can exist, such as when an actor has to memorize parts of a play such as Hamlet. In doing this, they apply a special strategy which requires a lot of repetitions and hard work. There are two methods for memory output namely recognition and recall. In both recognition and recall people utilize there kinds of outside information, namely: the language, the world knowledge, and the discourse.

The researcher is interested in doing research at SMP Batik Surakarta because the researcher wanted deeply know the process of teaching-learning especially classroom techniques used by the teacher to develop the students' English vocabulary skill. The researcher will observe the classroom technique implemented by the teacher to develop students English vocabulary skill. Some elements the researcher observe are namely: type of classroom technique, purpose of each classroom tehnique, teacher and student role, and instructional material.

Based on the background above, the researcher is interested in conducting a research in tittle **“CLASSROOM TECHNIQUES USED BY THE TEACHER TO DEVELOP STUDENTS' ENGLISH VOCABULARY SKILL AT SMP BATIK SURAKARTA IN 2015/2016 ACADEMIC YEARS: A NATURALISTIC STUDY.”**

B. Problem Statement

Based on the background of the study above the problem of this stuy is “How the classroom technique used by the teacher to develope students' English vocabulary skill at SMP Batik Surakarta in 2015/2016 academic years?”

To explain the problem statement, the researcher formulates the research question as follows:

1. What are type of classroom technique used by the teacher to develop students' vocabulary skill?
2. What are purpose of each classroom technique used by the teacher to develop students' vocabulary skill?
3. What are teachers' role to develop vocabulary skill?
4. What are the students' role to develop vocabulary skill?
5. What are instructional material to develop vocabulary skill?

C. Limitation of the Study

In this research, the researcher limited the study to make the research easier. In junior high school, there are many skills in teaching learning English process. But the researcher focused on the classroom technique used by the teacher to develop

students English vocabulary skill at SMP Batik Surakarta in 2015/2016 academic year.

D. Objective of the Study

Based on the problem statement, the researcher has some objective of the study, they are:

1. To describe type of classroom technique used by the teacher to develop students' vocabulary skill.
2. To describe purpose of each classroom technique used by the teacher to develop students' vocabulary skill.
3. To describe teacher's role to develop vocabulary skill.
4. To describe the student's role to develop vocabulary skill.
5. To describe instructional material to develop vocabulary skill.

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 taching 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 writers divides this paper into five chapter, as follows:

Chapter I is Introduction. It consists of backgorund of the study, problem statements, limitation of the study, objective of the study, benefits of the study and research paper organization.

Chapter II is Underlying Theory. It consists of previous study, notion of approach, method, and technique, notion of vocabulary, technique for teaching vocabulary, purpose of vocabulary, teachers' role, students' role, and role of instructional material in teaching learning process.

Chapter III is Research Method. It consists of type of the research, site of the study, subject and object of the research, data and data source, method of collecting data, techniques for analyzing data and technique of cheeking the data credibility.

Chapter IV is about finding and discussion of research findings.

Chapter V is conclusion and suggestion based on the discussion of research.