

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is considered as a system of communication in expressing ideas, emotional, and desire. It has an important role in daily life. We use language both in oral or written language. There are so many languages in the world but it is hard to master them all. Therefore, if we would like to communicate with other people who have different language with us, we can use one of the languages that considered as an international language.

One of the famous languages in the world is English. English is a language with great power and influence. It is taught all over the world under many different circumstances. It is also extensively used as a second language and as an official language in many other countries. English is international language that it is used by all people of the world to communicate with other people in different countries. It makes English an important tool that everyone should master, making it one important school subjects in most schools in the world.

In Indonesia, English is learned by students from Elementary School, Junior High School, Senior High School until a higher of education, but now English is also learned by Kindergarten's students. The goal of teaching English in Indonesia is the student's ability to use English for communication through four language skills, i.e. listening, speaking, reading, and writing and the other components' such as grammar or structure, spelling, pronunciation and vocabulary. Another language skill, mastery vocabulary is one of important factors in English language because the students can't not express ideas in English without learning English vocabulary. Teacher can give some techniques for students to learn the vocabulary.

In teaching classroom, the method and techniques are different. As Antony in Fauziati (2014: 12) stated that method as “an overall plan for the orderly presentation of language material, not part of which contradicts, and all of which is based upon the selected approach. An approach is an axiomatic whereas a method is procedural”. While, Technique is “implementation which actually takes place in a classroom. It is a particular trick, strategy, or contrivances used accomplish an immediate objective. Technique must be consistent with a method and therefore in harmony with an approach as well”. (Anthony, 1963: 96)

Teaching vocabulary has a classroom technique, while a classroom technique similar with classroom activity. According to Endang Fauziati (2010: 66) “the teachers can device various activities which relevant for promoting vocabulary learning. Several sample activities presented here can be integrated into second language instruction to promote vocabulary learning and to support language skill development. Successively the teacher present semantic network, memorization, guessing from context, the word wall approach, and collocations”.

According to Hockett (in Celce Murcia and McIntosh, 1978: 241) in Endang Fauziati, “vocabulary is the easiest aspect of a second language to learn and that it hardly requires formal attention in the classroom”. Decarrico in Celce-Murcia (2003: 285) 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. Without a sufficient vocabulary, students cannot communicate effectively or express his ideas in both oral and written form. Having a limited vocabulary is also a barrier that precludes learners from learning a foreign language. When they do not know how to enrich their vocabulary, for example, they often gradually lost interest in learning.

According to Finnochiaro (1974: 73), there are two kinds of vocabulary, namely active vocabulary and passive vocabulary. Active vocabulary refers to the words the student understands, can pronounce

correctly and use them constructively in speaking and writing. On the other hand, passive vocabulary refers to the words in which the students can recognize and understand while they are reading or listening to someone speaking, but they do not use the words in speaking or in writing.

There are several aspects that learners can fully master a word, the learners are able to recognize the vocabulary in its spoken and written form, spell and pronounce it correctly, relate it to appropriate objects or concepts, use the vocabulary in the grammatical form, recall it correctly, know in what ways it can combine with other words, also aware of its connotations and association, and use it in appropriate level of formality and appropriate situation (Wallace, 1982: 27)

Based on the first observation, the teachers in SMP Muhammadiyah 1 Surakarta used several techniques. The English teachers use media to teach the students vocabulary. The teacher plays an English song video, while the students observe the lyrics or words and they sing together. After this they translate the English words into Indonesian. The English teachers also use classroom activity to develop their students' vocabulary, it is reading a descriptive text. The text has some questions. Before they answer the question, they mark some words which they don't know in the text. In other techniques, the teacher uses word cards to develop students' vocabulary. The students make some cards and they write words on the cards. They must memorize ten words per day and present their vocabulary in front of the class. English teachers of SMP Muhammadiyah 1 Surakarta have many techniques to develop their students' vocabulary. So, the writer wants to observe other techniques used by the teachers to develop their students' vocabulary.

Based on the background above, the writer wants to observe about classroom techniques to improve students' English skills especially in vocabulary repertoire, the writer will conduct the research entitled:

CLASSROOM TECHNIQUES TO DEVELOP STUDENT'S ENGLISH VOCABULARY REPERTOIRE: NATURALISTIC STUDY AT SMP MUHAMMADIYAH 1 SURAKARTA.

B. Limitation of Study

This study focuses on classroom techniques to develop student's English vocabulary repertoire: naturalistic study at SMP Muhammadiyah1 Surakarta.

C. Problem Statement

Based on the background of the study above the problem of this study is "What are the classroom techniques used by teachers to develop student's English vocabulary repertoire: naturalistic study at SMP Muhammadiyah 1 Surakarta?"

To explain the problem statement, the writer formulates the research questions as follows:

1. What are the types of classroom techniques use by teachers?
2. What are the purposes of classroom techniques use by teachers?
3. What are teacher's roles in each types of classroom techniques use by teachers?
4. What are the students' roles in each types of classroom techniques use by teachers?
5. What are the roles of instructional material use by teachers?

D. Objective of Study

Based on the problem statement, the writer has some objectives of the study, they are:

1. To describe the types of classroom techniques used by teachers.
2. To describe the purposes of classroom techniques used by teachers.
3. To describe the teacher's roles in each types of classroom techniques used by teachers.
4. To describe the students' roles in each types of classroom techniques used by teachers.
5. To describe the types of instructional material used by teachers.

E. Significant of the Study

This research give advantages on education aspect especially in teaching learning process. The writer hopes to get some benefits from the study as follows:

1. Theoretical Benefit

- a. The result of research can be used as input in English teaching learning process especially in vocabulary.
- b. The writer hopes that the result this study can be used as an additional reference in teaching vocabulary process.

2. Practical Benefit

- a. To help the teacher and the learners fine the way of teaching learning English.
- b. It will give readers a larger knowledge.

F. Research Paper Organization

The writer organizes the research paper with research paper organization. The research paper organization includes five chapters in order to makes easier understand.

Chapter 1 is introduction that consists of background of the study, Limitation of study, problem statement, objective of study, benefit of the study, and research paper organization.

Chapter II is dealing with review or related literature. It discusses underlying theory, which covers previous study, theoretical review that consists the notion of classroom technique, the notion of vocabulary, technique of teaching vocabulary, the notion of teachers' role, and the notion of students' role and the notion of instructional material.

Chapter III is research method. It deals with the research method with covering the type of research, place and time of research, the subject and object of the research, data and data source, and method of collecting data, technique.

Chapter IV discusses the result of the study. It consist of research finding and discussion.

Chapter V is conclusion and suggestion, after chapter V, the writer present bibliography, virtual reference and appendix.