

CHAPTER I INTRODUCTION

A. Background of the Study

English is an important factor in our education, because as a foreign language it must be learned deeply. It means English is a very important subject at every level of education from primary until university. Furthermore, English becomes the only foreign language which is included in National Examination or we call *Ujian Nasional (UN)*. And then, it becomes one of some decision-maker-subjects for the students' graduation to know how well they understand English during their study. So, learning English has been an important thing to do.

There are four basic language skills that should be mastered. They are listening, speaking, reading, and writing. Beside such basic skills above, the student has to master vocabulary as well as possible. Vocabulary becomes very important and it should be an integrative part of English language skill teaching. Vocabulary must be learned from the beginning because learners have to know the meaning of it and also understanding the meaning of it and can use it. By mastering vocabulary well, the students can apply it at basic skills, but if they have limited of vocabulary, it can caused the learners cannot communicate to others clearly and they have bad performance in their English achievement.

Vocabulary is a central for language and of critical importance to typical language learner. Without a sufficient vocabulary, one cannot communicate effectively or expresses his/her idea in both oral and written form (Fauziati, 2010:61). Vocabulary cannot be separated from other elements of English in teaching-learning process because influence the ability of students in study English. English skill and vocabulary are closely connected and should be taught together.

“....Without an extensive vocabulary, we will be unable to use structures and function, we may have learned for comprehensible communication...vocabulary acquisition does not seem to be slowed down by age. In fact, Rivers argues that vocabulary augmentation seems to become easier as one matures, probably because one has a richer knowledge of the world on which to draw.

In addition, the more one's vocabulary develops, the easier it is to add new words – the first ten words are probably the most difficult to learn".(Nunan, 1991:117)

It means that we can understand oral communication, express our thoughts in speech, comprehend common reading material, and write a literature with sufficient vocabulary which we have. Therefore, the development of a rich vocabulary is an important element in vocabulary mastery and learning English in general. Students should master English vocabulary and its grammatical rules to make good communication.

Based on the researcher's observation of the second grade at SMPN 1 Nguter Sukoharjo in the learning English, there are some problems faced by the students that make them find difficulties in mastering English lessons. The problems are:

1. Teacher rarely speaks English in the class.
2. The weaknesses of student ability in memorizing words; therefore they do not understand what a word mean and when they used it. In here, the students rarely given direction on how and what the function of the words.
3. The students have difficulty when they do the task because the teacher gives them limited vocabulary.
4. The students often feel bored and do not low participate in teaching-learning English, because the process of teaching-learning English activities is monotonous.

Generally, the problems that make the students find difficulties in mastering English lessons are the techniques used by teacher are monotonous. Traditional techniques to develop students' vocabulary, for example, the teachers just ask students to memorize words, to open dictionary if they find difficult words, or ask the students to write the words in the whiteboard and pronounce it together can make the students get bored and become uninterested in learning vocabulary. Moreover, it causes the enthusiasm of the students to know about English language is lower. This becomes a serious problem in English learning process. Richard (1985:176) states that the teaching and

learning of vocabulary has never aroused the same degree of interest within language teaching which has received considerable attention form.

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

One of the most important aspects of developing vocabulary is to help students in teaching listening, speaking, reading, and writing. Various kinds of techniques can be used to developing vocabulary. The most common techniques used by the teachers in developing vocabulary are translation and memorization. Translating, in order to show that students understand the meaning and use of a new vocabulary item, they make up sentence in which they use the new words. In memorization, the students are given lists of target language vocabulary and their native language equivalent and are asked to memorize them. Another technique that can be used to develop vocabulary in classroom activities is semantic mapping, word wall, collocation, guessing meaning from context, and vocabulary card system (Fauziati, 2010:66).

In this research, the researcher chooses the eighth grade student of SMPN 1 Nguter as the subject. SMPN 1 Nguter is the school that still uses curriculum of 2006 and one of junior high school which has good achievement in English. The researcher interested in observing the eighth grade of SMPN 1 Nguter because at this level many students still can't understand the ways to develop vocabulary. This is because students have limited vocabulary and poor knowledge of mastery the language component. So, learning English is very difficult and boring. Therefore, teachers must have a good technique to develop students' vocabulary.

Based on the explanation above, the researcher conducted research entitled: *TEACHING TECHNIQUES USED BY TEACHER TO DEVELOP*

STUDENTS' VOCABULARY AT THE SECOND GRADE OF SMPN 1 NGUTER SUKOHARJO IN 2016/2017 ACADEMIC YEAR.

B. Limitation of the Study

In this research, the researcher limits the problem both of the subject and the object of this research into; the subjects of this research are limited to the teacher and students of SMPN 1 Nguter while the object of this research is focused on the technique used by the teacher to develop students' vocabulary to the second grade students in SMPN 1 Nguter.

C. Problem Statements

Based on the background of the study the researcher formulates the problems as follows:

1. What are the teacher's techniques to develop students' vocabulary at the second grade of SMPN 1 Nguter?
2. What are the purposes of using each technique used by the teacher to develop students' vocabulary at the second grade of SMPN 1 Nguter?
3. What are the problems faced by the teacher in the process of teaching-learning English especially to develop students' vocabulary at the second grade of SMPN 1 Nguter?

D. Objective of the Study

Based on the problem of the study the objectives in this study are:

1. To describe the teacher's techniques to develop students' vocabulary at the second grade of SMPN 1 Nguter.
2. To describe the purposes of techniques used by the teacher to develop students' vocabulary at the second grade of SMPN 1 Nguter.
3. To identify the problems faced by the teacher in the process of teaching-learning English especially to develop students' vocabulary at the second grade of SMPN 1 Nguter.

E. Significance of the Study

The researcher hopes that the result of this research has benefit for readers.

This significance of this research may include:

1. Theoretical significance

The writer hopes that the result of this research can be useful as an additional knowledge of strategies for teaching vocabulary.

2. Practical significances:

a. Teacher

The writer hopes this study can be useful for additional information, an input in develop methods teaching; especially develop teaching vocabulary and suggestion that can be applied by the research in the process of teaching vocabulary.

b. Other Researcher

The result of the study can be used as reference for other researchers to conduct further research who are interested in the teacher's strategies for teaching vocabulary.

F. Research Paper Organization

This research consists of five chapters.

Chapters I is introduction that consists of background of the study, limitation of the study, problem statements, objectives of the study, significance of the study, and research paper organization.

Chapter II is review of related literature. This chapter consists of previous studies, theoretical review that discussion notion of vocabulary, teaching of vocabulary, principles of teaching vocabulary, procedures of teaching vocabulary, media of teaching vocabulary, teaching techniques, techniques of teaching vocabulary, and theoretical framework.

Chapter III is research method. This chapter deals with type of the study, subject and object of the study, data and data source, method of collecting data, technique for analyzing data, and credibility of data.

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

Chapter V is conclusion and suggestion.