

# CHAPTER I

## INTRODUCTION

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

Language is very important in social relationship between human beings. English is an international language and used for human communication in Indonesia and other country. We exchange ideas and experiences through language. Wilkins in Ahmad Anwar (1999:1) states that language is a system of spoken and written symbols that enable to communicate and interact with each other .English foreign language has been taught from junior high school to university.

The vocabulary is very important in English language. Because master English language, students need a lot of vocabulary. In communication vocabulary is a part of the sentence. The students need vocabulary to expand their knowledge in English communication. The students usually find as difficult to memorize, apply or improve their vocabulary. There are some reasons why the students face difficulty in mastering the vocabulary of English language. One of the reasons is the problem in teaching and learning process. Teaching may be defined as "showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand" (Brown 2007:7). Kimble and Garmezy (1963:133) stated that "Learning is relatively permanent change in behavioral tendency and is the result of reinforced practice". Sometimes the student felt bored and depressed.

Teaching vocabulary for students of junior high school is not the same as teaching adult because they have different characteristics and motivation. If the teachers cannot teach students well, the student may not enjoy their learning. Consequently, the teaching process may fail. The teachers should make learning fun for students to receive the material well. The teacher must be creative using learning strategies.

According to Harris (1969:345) there are several methods in the English learning process. They are (a) Giving total physical activity (example games and total physical response activity). (b) Providing hands on activities (example to 3 learn words, sentences, and practice meaningful language), (c) Internalizing the concept through visual aids (example video, picture, tapes, music, flash card, and puppet toys), and (d) Explaining things with nonverbal language (facial features, gestures).

In order to improve the learners vocabulary some previous researchers have tried out different techniques of vocabulary teaching such as the use of pictures, teaching vocabulary through songs, teaching vocabulary through visual aids, teaching vocabulary through poems, etc. compared with conventional methods, all of these techniques are reported more effectively. They, therefore, become alternative teaching technique which they are used, of course, based on the class situation.

Teaching is delivering the material to the students. The teacher has their own teaching style to deliver their material, because the teacher has different techniques to teach English vocabulary. Teaching vocabulary means English teacher teaches new word to improve student knowledge of vocabulary. This way means to master the English language. Allen (1993:3) reveals that "many teachers assume that vocabulary can be developed in teaching learning process". Those are (1) they do not have a skill in comprehending the meaning of words, and (2) they do not have enough the basic competency to translate both a word and a sentence in a text.

In real life, the student cannot master the meaning, because teaching activity still focuses on grammatical rules rather than the meaning of the context. Brown (1994;367) offers some techniques for teaching vocabulary skills. First, Determine the goal of teaching such as to improve the reading vocabulary skills of ESL students, to teach ESL the students' word-building skills, and to teach ESL students to guess word meanings from context clues. Second, Get students to make word building that is derived from

suffixes, prefixes, and roots. Third, Definition clues which comprise the parentheses and footnotes, and synonyms and antonyms. And the last, Inference clues; These clues have three types, such as example, summary, and experience.

The researcher wants to know what kinds of techniques used by the teacher in vocabulary in SMP Muhammadiyah 10 Surakarta. Based on the facts above, the way is interested in conducting the research in SMP Muhammadiyah 10 Surakarta entitled **“The Techniques for Teaching Vocabulary at SMP Muhammadiyah 10 Surakarta in 2016-2017 Academic Year.**

#### **B. Limitation of Study**

In this research, the researcher limits the problem only to the techniques for teaching vocabulary for to 8<sup>th</sup> grade students in SMP Muhammadiyah 10 Surakarta in 2016/2017 Academic Year.

#### **C. Problem Statements**

The problem of this research will be as follows:

1. What are the types of techniques used by the teacher in teaching vocabulary?
2. What are the purpose of using the techniques by the teacher in teaching vocabulary?
3. What are the problems faced by the teacher in implementing each the technique in teaching vocabulary?

#### **D. Objective of the Study**

The objectives of this research are as follows:

1. To describe the types of techniques used by the teacher in teaching vocabulary at SMP Muhammadiyah 10 Surakarta in 2016/2017 Academic Year.

2. To know the purpose of techniques used by the teacher in teaching vocabulary at SMP Muhammadiyah 10 Surakarta in 2016/2017 Academic Year.
3. To describe the problem faced by the teacher in implementing each of the techniques for teaching vocabulary at SMP Muhammadiyah 10 Surakarta in 2016/2017 Academic Year.

#### **E. Significance of the Study**

The significance of the research will be divided into two:

1. Theoretical Benefit
  - a. The result of the research can be used as reference for research in English teaching learning process.
  - b. This research can develop the theory to help the other researcher in English teaching.
2. Practical Benefit
  - a. It will improve English teachers to teach the vocabulary.
  - b. It will make the students interested in studying vocabulary.
  - c. The teachers and the students can enjoy learning the vocabulary.

#### **F. Research Paper Organization**

This research paper is organized into five chapters.

Chapter I is introduction. It includes the background of the study, limitation of the study, problem statement, objective of the study, significance of the study, and research paper organization.

Chapter II is review of related literature. It discusses previous study, and underlying theories which covers notion of vocabulary, the usage of vocabulary, principle of vocabulary, techniques of teaching vocabulary

Chapter III is research method. It consists of type of the research, research site, participant of the research, object of the research, data and data source, method of collecting data, technique for analyzing data, credibility of data.

Chapter IV is research finding and discussion. This chapter describes the techniques for Teaching vocabulary at SMP Muhammadiyah 10 Surakarta.

Chapter V is the last chapter. It consists of conclusion and suggestion