CHAPTER I

INTRODUCTION

This chapter presents introduction that consists of background of the study, problem statement, limitation of the study, objective of the study, significance of the study, and research paper organization.

A. Background of the Study

The education system in Indonesia has been changing very rapidly. These changes provide many positive effects for children of school to become a better nation. Because of the changes in the education system, the education in Indonesia becomes progressive and growing increasingly. With these changes, now we can find the subject of English language in kindergarten class, so the children can learn English early. English lesson starts to be learned early because we know that English is not our national language. So we should be able to understand the basic materials in English in order in the future, they will have no trouble in dealing with English lessons.

At this time, English language skill is very important for people in the age of globalization and communication, especially in Indonesia. We know that English is the international language / the language agreed upon as the language used for communication between people from different countries. As a country that is still growing, we have to try more passion to become a smart society, active, creative, and have a good personality. With the passion that we create, we can advance the country started by learning English. English lessons in Junior High School serves to improve the quality of students in mastering the English language that is useful for the future in science, technology, art, etc. Therefore we should be able to develop students' English language skills and obliged to have such capabilities.

To create the purpose as a more developed country, here the role of teachers is very important. Teacher is an example that can teach and give material or motivation so that student can get more advanced knowledge, have noble character, and useful
for Indonesian nation and country. As a teacher it is important to be able to make students understand the material that had been taught. Therefore teachers must be creative to create a fun learning atmosphere so the students are interested to follow the lesson. To achieve these goals, the teachers must be mastering the kinds of teaching techniques to improve students' skills in learning the lesson. In this context, teaching technique is needed by the teacher to develop English vocabulary.

When teaching English, there are nine elements of language that we must teach, namely; elements of language, skill, aspect, function, notion, role / knowledge, use, and the latter is a genre / type of text, register / ESP. In the aspect, we can learn about vocabulary, pronunciation, and structure. Here vocabulary is one important aspect that we must learn in English.

Vocabulary is one aspect in learning English relating to class of word / English vocabulary list. According to Murcia and McIntosh (1978:241) in Fauziati (2015:133) “vocabulary is the easiest aspect of a second language to learn and that it hardly requires formal attention in the classroom.” It is obvious that over the past view years the teaching of vocabulary has been of a secondary importance. In teaching vocabulary, teacher can devise various activities which are relevant for promoting vocabulary learning. Fauziati (2015:137) presents several sample activities to promote vocabulary learning and to support language skill development, namely: semantic networks, memorization, guessing from context, the word wall approach, and collocation.

Learning vocabulary can be easy or difficult depending we are undergoing. If we learn happily and seriously, we will be easy to master, or contrarily, if we live with a sense of insincerity, angry, being lazy, so we will be hard to master. So we should be more diligent in learning English.

Therefore the great importance of learning English, then in Junior High School students are required to be able to master the English language lessons well. But the fact that we can meet the value of English students do not meet the English language mastery. In this research the writer is interested in doing research at SMP Muhammadiyah 8 Surakarta because the reality shows that the achievement of learning the English language of the seven grade students of SMP Muhammadiyah
Surakarta 8 is very low. Besides, the writer wanted deeply to know the types of teaching techniques used by the teacher and the problems faced by the teacher in implementing the techniques and the students in learning vocabulary in developing English vocabulary of the seven grade students at SMP Muhammadiyah 8 Surakarta.

Based on the background above, the researcher is interested in conducting a research entitled “TEACHING TECHNIQUES USED BY THE TEACHER IN DEVELOPING ENGLISH VOCABULARY OF THE SEVEN GRADE STUDENTS AT SMP MUHAMMADIYAH 8 SURAKARTA IN 2017/2018 ACADEMIC YEAR”.

B. Problem Statement

Based on the background of the study above the problem of this study is “what are the teaching techniques used by the teacher in developing English vocabulary of the seven grade students at SMP Muhammadiyah 8 Surakarta in 2017/2018 academic year?”

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

1. What are the types of teaching technique used by the teacher in developing English vocabulary of the seven grade students at SMP Muhammadiyah 8 Surakarta?
2. What are the problems faced by the teacher in implementing the techniques?
3. What are the problems faced by the students in developing vocabulary at the seven grade of SMP Muhammadiyah 8 Surakarta?

C. Objective of the Study

Based on the problem statement, the researcher has some objectives of the study, as follows:

1. to describe types of teaching technique used by the teacher in developing English vocabulary of the seven grade students at SMP Muhammadiyah 8 Surakarta,
2. to describe the problems faced by the teacher in implementing the techniques,
3. to describe the problems faced by the students in developing vocabulary at the seven grade of SMP Muhammadiyah 8 Surakarta.

D. Significance of the Study

The result of this research is expected to give significance theoretically and practically;

1. Theoretical Significance
   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 Significance
   a. English Teacher
      It will give contribution for English teacher. It can be a reference to improve their ability and competence in teaching English.
   b. Future Researcher
      This research is expected to be used as material for further research relating with teaching technique used by the teacher in developing English Vocabulary.

E. Research Paper Organization

The organization of this study is presented as follows:

Chapter I is introduction. This chapter consists of background of the study, problem statement, limitation of the study, objective of the study, significance of the study, and research paper organization.

Chapter II is review of related literature. This chapter discusses underlying theory, which covers previous study, theoretical review that consist of the notion of teaching technique and the notion of technique, the notion of vocabulary, kinds of technique for teaching vocabulary that consist of the notion of semantic network, memorization (vocabulary and card system), guessing meaning from context, the word wall approach, collocation and the last is the notion of developing English vocabulary.
Chapter III is research method. It deals with the research method that covers type of the research, subject of the research, object of the research, data and data source, technique for collecting data, and technique for analyzing data.

Chapter IV presents the result of the study. It consists of research result and discussion.

Chapter V is conclusion and suggestion.