

CHAPTER I

INTRODUCTION

This chapter will discuss background of study, problem statement, limitation of the study, objective of the study, benefit of the study and research paper organization.

A. Background of the Study

One of the English important elements is vocabulary. Students need to master the English words well. Soon or later, if student wants to be a good English learner he/she must master the vocabulary. Learning vocabulary is not easy for students especially in Indonesia. Therefore English should be learned by students as an important basic education. Vocabulary is the first and foremost important step in learning foreign language. In the classroom which students were not have much knew about new foreign language, learning techniques could made the introduction of language teaching by appropriate vocabulary exercises in interested form could attracted students. This paper was explored the various techniques that could be incorporated in the teaching of vocabulary in classroom. The learner is called competent if the student could mastery four English skill such as listening, reading, writing and speaking. By mastery that skills, they should had much of vocabulary mastery.

Vocabulary is a basic important thing in mastery English. Without sufficient vocabulary, we cannot communicate effectively or express our idea in both spoken or written form. By mastering vocabulary, the learner will produce so many sentences easily both spoken and the written one. Then, they can communicate with other people fluently and express their opinion or ideas conveniently. Having limited vocabulary is also a barrier that precludes learners from learning foreign language. Lewis (1997:44) states that “the most efficient way of learning English must be based on the real nature both language and learning”.

In learning English students should know about vocabularies. Because by knowing the words, students will try to use to express idea and communication. In fact, the vocabulary cannot be separated from other language aspect. So, by knowing vocabulary, the student will be able to develop the language skill such as: listening, speaking, reading, and writing. Vocabulary mastery means not only the students have ability in understanding the words but also their meaning. It is the duty of the teacher to concern with that words are suitable to be taught to the students, so the students will understand easily.

“Knowing a word is the relationship between a linguistic unit (especially a lexical item) and nonlinguistic entities to which it refer – it is thus equivalent to referential meaning” in Crystal (1980).

Keith S. Folse (2008) defines a word can be one of five types namely:

1. A single word, this classification includes the bulk of the vocabulary of any language. To be sure, there are thousands of single words that learners must know.
2. A set phrase, set phrases consist of more than one word and do not vary.
3. A variable phrase, while most of the components in variable phrases will stay the same there is some variation often with personal pronoun possessive adjective or word order.
4. A phrasal verb, that verb that consist of two or three words with the first word being a verb and the second or third as a particle.
5. An idiom. All language feature idiomatic expressions and each idiomatic expression or idiom is a separate vocabulary item. A group of words is an idiom if the meanings of the individual words are different from the meaning of the whole phrase.

Knowing a word in second of foreign language might be have following characteristic:

- 1) It means knowing how to use it productively and having the ability to recall it for active use.

- 2) It means knowing words as a part of or wholly as fixed expression memorized to repeat and adapt as the occasion series.
- 3) It means knowing likelihood of encountering the word in either spoke or written contexts or both.
- 4) It means knowing the relation in contracts with other words in the language and with related words in an L1 as well.

Burn and Joyce (1997: 54-55) state that “one of the aims of most language programs is to develop spoken language skills and most programs aim to integrate both spoken and written language. Learning a language means using it in communication in oral or written form, and being able to express feeling, thoughts, and experiences in various contexts”.

Based on the interview with the teacher, the reseacher found some problems in teaching vocabulary at SMPN 24 Surakarta , some students get difficulty in mastering vocabulary. It can be seen from the student’s work that they have limited vocabulary in build sentence and make a dialog in English. They also find some dificulties to do some exercises in students’ book. When teaching vocabulary, the teacher only writes new words in the whiteboard and the student have to rewrite it in their book. The teacher asked to the students to repeat the new words that teacher say before. It has a good goal for the students. But, it can make the students easily forgotten about the new words. That’s why the student so weak in improving their vocabulary. Because of that reasons, the teachers need appropriate method to teach vocabulary easily so the students can reach a maximum result of learning vocabulary.

By the background above the writer is interested in having a study on teaching learning process of learning English lesson at SMP NEGERI 24 SURAKARTA. In addition, to know the teacher technique to improve vocabulary repertoire at eight grade classroom. The writer will conduct the

research entitled: **CLASSROOM TECHNIQUES USED TO DEVELOP STUDENTS' VOCABULARY REPETOIRE: A NATURALISTIC STUDY AT SMP NEGERI 24 SURAKARTA IN 2015/2016 ACADEMIC YEARS.**

B. Problem of the Study

Based on the research background, the writer is going to discuss the research problem as follows:

1. What are the classroom techniques used by teacher to improve vocabulary repertoire at eight grade in SMP Negeri 24 Surakarta?

This question includes:

- a. What are the types of classroom technique used by the teacher to develop students' vocabulary skill?
- b. What are the objective of using classroom technique used by the teacher to develop student's vocabulary skill?
- c. What are teacher roles in using the technique to develop students' vocabulary skill?
- d. What are student roles in using technique to develop students' vocabulary skill?
- e. What are the roles of instructional material using the technique to develop students' vocabulary skill?

C. Limitation of the Study

Conducting this study, the writer makes limitation to make research easier. The researcher focuses on classroom techniques used to develop vocabulary repertoire at SMP Negeri 24 Surakarta in 2015/2016 academic years. The subject of study is limited to English lesson's teachers and students of SMP Negeri 24 Surakarta.

D. Objective of the Study

Based on the problem statement, the objective of this study will be describe the technique of teaching- learning process of vocabulary in English class at SMP Negeri 24 Surakarta, specifically it is to describe:

- a. The Types of classroom techniques used by the teacher to develop students' vocabulary skill.
- b. The Purposes of classroom technique used by the teacher to develop students' vocabulary skill.
- c. The teacher's roles to develop vocabulary skill.
- d. The student's roles to develop vocabulary skill.
- e. To describe the roles instructional material to develop vocabulary skill.

E. Benefit of the Study

The result of this research is expected to give more benefits both theoretical and practically:

1. Theoretical Benefit

- a. The result of the research can be used as an input in teaching learning technique in learning vocabulary.
- b. The result of the research can be used as the reference for someone who want to conduct a research in teaching learning technique to improving vocabulary repertoire in English learning process.

2. Practical Benefit

a. The reader

It will give some information and knowledge about teaching technique teacher use to improving vocabulary repertoire.

b. Students

It will give an experiences and make the clear understanding about learning vocabulary.

c. Teacher

It will give contribution for English teacher. It can be a reference to use a technique how to improve their teaching ability and competence in teaching English

F. Research Paper Organization

The writer arrange the research paper in order to make the readers understand clearly. In writing this paper, the writer divides this research into five chapters.

Chapter I is introduction, which consist background of the study, problem statements, limitation of the study, objective of study, benefit of the study, and research organization.

Chapter II is review of related literature. It deals with previous study, notion of teaching, learning, teaching vocabulary, general concept of teaching vocabulary, the teaching method (procedure, technique, teacher and students rule, classroom activity)

Chapter III presents the research method, which consist of type of the study, subject of study, object of study, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV is research finding and discussion. It consist of the result are to describe the classroom technique use by teacher to develop students vocabulary repertoire at SMP Negeri 24 Surakarta about the syllabus , the learning objective , the material , the teaching method (procedure ,technique, and classroom activity).

Chapter V is conclusion and suggestion. It presents conclusion of the research and completed by suggestion.