

CHAPTER I

INTRODUCTION

In this chapter are, the researcher would like to present a background of the study, problem identification, limitation of the study, statements of the problem, objectives of the study, and benefit of the study.

A. Background of the Study

In the process of learning the language, there are many variables that determine the success of a language learner. Language learning success is associated with a range of factors including age, gender, motivation, intelligence, and anxiety level (Sharp, 2004).

The result of teaching learning process can be seen from the student academic achievement. Academic achievement is a result which has been achieved by an individual after she or he accomplished some assignments (Azwar, 1996: 11). It can be concluded that academic achievement is the result which has been achieved by someone after she or he follows certain subject at school.

The students' English competency especially in vocabulary mastery can be found from the student learning achievement. Ahmadi and Supriyono (2001:25) argue that achievement is the outcome resulting from what has been done or undertaken. Learning achievement means mastery or skill developed by the subject, indicated by test score, learning activity rate in receiving, conceiving and mastering the material studied, number and letter as well as their action reflecting on the learning achievement achieved by each child in certain period. Student's vocabulary achievements are to be affected by many things such as parent's role, student's interest and classroom environment.

In the implementation process of learning the English language, researcher often find students in SMK Muhammadiyah 1 Sukoharjo have difficulty in achieving a basic competence. This is because the students' mastery of English vocabulary is inadequate so very disturbing achievement of competence as specified in the curriculum. They often have difficulty in understanding the

meaning of a word as understanding their vocabulary relatively inadequate so that the process of achieving a basic competence will run longer.

Teaching vocabulary well is a key aspect of developing engaged and success readers. Vocabulary mastery should be the first priority in English language teaching and learning, believes that it is impossible for learners to perform well in English if their vocabulary is very poor.

Vocabulary is the most important factors in English. We need to master it well. The learner should comprehend and high confident to use it in front of speaker especially how to communicate with a good vocabulary building in each vocabulary. Vocabulary has important role to use as tool of communication. Since vocabulary is very important for the students who study English, higher interest should be given to it. Thornbury (2002) notes that with no knowledge about grammar the meaning is received in very small amounts, but with no knowledge of vocabulary nothing can be perceived.

The low learning achievement becomes the responsibility of the parents and teacher in vocabulary mastery because family is the first education received by the child, so the family who have a lot of important role in the development of children, in addition children have a lot of time and the bond between parents and children that will cause a sense of comfort, peace so that children easily explore their behavior in accordance with education from parents. Guiding derive from the stem "guide" means leading, taking care of, or guiding. According to Purwanto (2000: 19) guiding here is not limited to the activities at home. But, the parent should also guide a child in learning process at home. The parents' main task is to give and to meet material need, they should support their child for increasing the vocabulary mastery trough giving the puzzle and scramble games for their children, so their children can get more about vocabulary in English.

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education from parents. Of the various characteristics of the family, the level of parental education is something that greatly influences of child's development. This level of parental education is positively correlated with the way they take care of children, while parenting is directly related to the success of the child. Education is one of many things that cannot be separated in human life.

Student Interest in learning is very important in learning activities, because high or low interest affect student learning outcomes. If interest in learning is high, then learning will work well. The other way, if interest in learning is low then the quality of learning is also still low and will affect the student learning outcomes. Between students one with other students has different learning interest. According to Slameto (2010: 57) "interest is the tendency of a high heart towards something". Interests are the nature that is relatively settled in a person. Interest is a constant interest or tendency to pay attention or be involved in something because it realizes the importance or value of it.

Teaching learning process can optimal; if all factors are in the learning process both internal and external factors can work well. One factor is the classroom environment that is part of the school environment. Class places and a comfortable classroom environment make it easier for learners to concentrate. By preparing the right environment, learners will get better results and can enjoy the learning process that learners do. In presenting English, especially vocabulary the teacher should be creative in building the classroom environment is well. The teacher can make some poster in English to reproduce the student's vocabulary. According to Jumali et al (2008: 48) "environment is one element of education". Based on the above explanation can be concluded that the learning environment affect the learning outcomes. According to Jumali et al (2008: 48) "environment is one element of education". Based on the above explanation can be concluded that the learning environment affect the learning outcomes.

So, from the background above the researcher interested in conducting this research entitled, "The contribution of parent's role, student's interest and classroom environment toward the student's vocabulary achievement of second grade at SMK Muhammadiyah 1 Sukoharjo".

B. Problem Identification

Based on the background of this study, there are seven problems identification.

1. Parent's role of eleven grade students at SMK Muhammadiyah 1 Sukoharjo is still unknown what the contribution.
2. The low interest of eleven grade students in learning, so it can make the vocabulary achievement to be achieved has not increased.
3. Gender differences in the eleven grade students are not known in detail yet.
4. Vocabulary achievements by eleven grade students are lower than other English skill.
5. Lack of awareness for reading books in library.
6. The teaching learning process in classroom, the teacher are less able use learning media that support of the teaching learning activities and,
7. The limitation of books in learning process at classroom, it's only LKS and books package.

C. Limitation of the Study

This study focuses on the study about contribution of parent's role, student's interest, classroom learning environment toward student's vocabulary achievement of SMK Muhammadiyah 1 Sukoharjo.

In this study, the researcher cannot take all of the students in SMK Muhammadiyah 1 Sukoharjo because we have limited time to do research. Besides, it is impossible to take all the population in that school because those are not researcher's class so we feel reluctant to do research to all of students there. Finally, the researcher decides to take one program that is TKJ (*Teknik Komputer Jaringan*), X TKJ 2

1. Parent's role of tenth grade students at SMK Muhammadiyah 1 Sukoharjo in academic year 2017/2018.
2. Student's interest in learning is limited to interest and excitement before following the learning process.

3. The classroom environment in learning process of tenth grade students at SMK Muhammadiyah 1 Sukoharjo in academic year 2017/2018.

D. Statement of the Problem

After limits the study, there are several problems in this research. The problems are:

1. Does parent's role contribute to the student's vocabulary achievement?
2. Does student's interest contribute to the student's vocabulary achievement?
3. Does classroom learning environment contribute to the student's vocabulary achievement?
4. Do parent's role, student's interest and classroom learning environment contribute to the student's vocabulary achievement?

E. Objective of the Study

From the construction of the problem statements above, the objectives of the study are:

1. To know whether or not the parent's role, student's interest and classroom environment contribute to the student's vocabulary achievement.
2. To know whether or not the parent's role contribute to the student's vocabulary achievement.
3. To know whether or not the student's interest contribute to the student's vocabulary achievement.
4. To know whether or not the classroom environment contribute to the student's vocabulary achievement.

F. Benefit of the Study

Based on the formulation above, this study is hopefully can give some benefits to educational science and all people involved. The benefits of this study are:

1. Theoretical

This study was expected to support and to add the referential knowledge about the contribution of parent's background education level, student's interest and gender toward the student's listening achievement.

2. Practical

a. For the English Teacher

It was expected that the teacher have knowledge about the contribution of the learning process given towards the students' English vocabulary achievement.

b. For the Principal

The contribution of this study can contribute useful thoughts and can be used as source of information related to the contribution of parent's role, student's interest and classroom learning environment towards student's vocabulary achievement.

c. For Future Researcher

The result of this study can give knowledge about the correlation between parent's role, student's interest and classroom learning environment; and also their contribution toward student's vocabulary achievement.