

CHAPTER I

INTRODUCTION

A. Background of the Study

English has an important role in communication in many fields. In Asia, this is particularly true as each member of the Association of Southeast Asian Nations (ASEAN) government, which has adopted English as the lingua franca (Kirkpatrick, 2012) has stepped up efforts to improve English language teaching (ELT) to prepare its citizens for the upcoming incorporation of the ASEAN Economic Community (AEC) in 2015.

Thailand is a country with two languages, so English be at most the first foreign language for students in schools. In Thailand, teaching English for speaking skills has been ineffective. The issue has been debated on the Internet (Joe, 2014; Mitchell, 2013). Kongkerd (2013) agreed that current pedagogical approaches of teaching English for Thailand is not really helpful for student to mastered English. According to the National Survey of the Ministry of Education, based on the results of tests carried out in 1997 and 1998, Thai learners' English proficiency was unsatisfactory in the four main skills: writing, reading, listening and speaking (Wiriyachitra, as cited in Khamkhien, 2010). Conducting to her study on the general English proficiency of ASEAN students by using the TOEFL-equated Chulalongkorn University Test of English Proficiency (CU-TEP) scores, Prapphal (2001) found out that the average English proficiency of Thai students was higher than that of Laotians but still lower than students of other ASEAN countries.

Learning vocabulary of foreign language especially English has an essential part such as to know the meanings of new words, whether in books or in classrooms. It is also being a basic competence for learners to learn foreign language. Recent researcher indicate that teaching vocabulary may be problematic issue because many teachers are not confident with their teaching method because they are not mastery English vocabulary (Berne & Blachowicz, 2008)

English vocabulary as one of the language skill elements has an important role

for young learners in learning foreign languages. It also means that teaching speaking, writing, reading, and listening cannot be separated from teaching vocabulary. Vocabulary is one of language competence, which enhances the skill in language. Cameron (2001) argues that words are important to develop children's skill and build up vocabulary for primary level learners as a fundamental competence. Rivers in Nunan (1991: 117) argues that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.

Based on my observation of learning English in Thailand, there are many obstacles for students of learning English. The use of foreign language is rarely used in school or daily activities. In the learning process at the school has implemented English as the second language, it can be viewed from the class division, there are regular class and bilingual class. Regular class is filled up of students who focus on general fields such as Science, Music, and Social, while bilingual class is filled with students who learn the same field with regular class but they used more than one language in learning process. The bilingual class used English and several foreign languages such as Mandarin.

This study was carried out during Internship Program on Teaching Practice on Social Service. The researcher had observed the learning programs in Thailand. Based on this observations, English has been used as second language of Second grade student of Junior School in Thailand.

In this observation the researcher carried out some activities, by observing the process of teaching English for second grade students at the school, and the researcher also found student's responses of the teaching provided by the teacher. In learning English, the researcher found some obstacles of teaching vocabulary for Second Students of Rattaphum Wittaya School, Thailand. The obstacle was the difficulty of students in reading because the country used different letters such as other countries.

Based on the observation the teacher used authentic materials for teaching vocabulary. In this observation the researcher focused on student vocabulary

understanding. The teacher used simple daily vocabulary in teaching second grade student.

There are the procedures of teaching vocabulary by the teacher:

- 1) giving some English sentences and discuss how to read properly and correctly
- 2) reading vocab clearly
- 3) asking students to repeated said the worlds
- 4) providing examples of authentic materials either with original objects or using pictures with the intention of giving meaning to English
- 5) asking students to memorize and applying learning outcomes at the next meeting

The implementation of authentic materials in teaching vocabulary for second grade student, entails creating concrete scenes that may arouse students' emotion and attitudes that help in creating students' learning experiences. The originated approach from the Palmer's oral teaching method has gained popularity when a British scholar, Hornby, endorsed the practice (Zhang, 2011). Britain embraced the practice and introduced it in its education system between 1930s and 1960s. China adopted the practice in 1970s and has been using the approach in teaching the core subjects including Chinese and Mathematics. Situational teaching has a significant impact to students' future life and role in the society. The experiences help to further refine and process educational content and respond to the needs and expectations of the society (McKay & Bokhorst-Heng, 2017). Image of the situation. The aftermath of such a situational approach is instilling subtle influence to students making the learning more quality.

This research was carried out the secondary students in learning foreign languages, especially English language. This study described the results of learning observation activities and the methods. In observation we collected the results and obstacles encountered during the learning activities. Furthermore, the observation by giving material from the teacher to students.

B. Limitation of the Study

The subject of the research was observing of learning English using authentic materials for secondary students. And the object of observational research conducted for students in regular classes and bilingual classes.

C. Problem Statement

1. How is the process of teaching and learning vocabulary using authentic materials at Second Grade of Rattaphum Wittaya School?
2. What are the difficulties experienced by students in learning vocabulary using authentic materials at Second Grade of Rattaphum Wittaya School?
3. What are the difficulties and solutions experienced by teachers in teaching vocabulary using authentic materials at Second Grade of Rattaphum Wittaya School?

D. Objective of the Study

In accordance with the problem statements, this research aims:

1. to find out the process of teaching and learning vocabulary using authentic materials at Second Grade of Rattaphum Wittaya School,
2. to find out the difficulties experienced by students in learning vocabulary using authentic materials at Second Grade of Rattaphum Wittaya School, and
3. to find out the difficulties and solutions experienced by teacher in teaching vocabulary using authentic materials at Second Grade of Rattaphum Wittaya School.

E. Benefits of the Study

This research is very useful for teachers, students, and researchers. Because there is teaching for the development of the English learning process in the second grade at Rattaphum Wittaya School. It is also hoped that it will help the next learning process.

F. Significance of the Study

This research is expected to be useful information for many people in learning process, such as: teachers, students, and next researcher

1. Teachers

The concept of teaching vocab using authentic materials can be implemented in the real situation as well as an alternative in teaching speaking in the classroom.

2. Student

The concept of teaching vocab using authentic materials can improve the students' pronunciation, grammar, vocabulary and smoothness in speaking.

3. Next Researcher

This research is useful information and contribution for the next researcher who wants to conduct more complex research especially for pronunciation, grammar, vocabulary, and smoothness in speaking.