CHAPTER I
INTRODUCTION

Chapter I of the research contains such as background of the study, statement of the problems, purpose of the study, significance of study, scope and limitation, and definition of key terms. Each section is presented as follows:

1.1 Background of the Study

Nowadays, English is very important to be learned, because English is an international language. Meanwhile, as a social creature, human being cannot life alone. They need another people to create interaction. The people can use many kinds of ways to make an interaction; those are by behavior, sign, and language. Language is an important media to communicate with another people. It is supported by Multazim (2005) that language can also be used to explore person’s opinion, to give another person direction to his or her destination, to give explanation and ask for suggestion. Sometimes, it can be used to language to share our feelings, problems and stories etc.

English also can be provided for the students to develop their skill. So, in every time the students have to learn by heart more than just the words. They have to know every word to develop their understanding the meaning and they have to acquaint the appropriate word of meaning and context correctly. In this case, the students have to learn by heart about vocabulary.

The students have to learn four English language skills that are speaking, reading, listening and writing. To comprehend the four English language skills, they should learn by heart about vocabulary. As stated by Cahyono and Widiati (2011:107) that good vocabulary mastery supports mastery of each of the language skills, both
receptive (listening and reading) and productive (speaking and writing). It means that vocabulary is one of the language components which are able to be mastered by practicing to use them while doing daily activity.

As stated by Yuliana (2003) that teaching English for young learners must be carefully done because the children have their own way of learning. Almost all children at young age like to play and games. It means that the teaching learning process should be compared with the nature the children themselves. It is supported by Setiana (2009) that teaching vocabulary is clearly more than just presenting new words. It also includes a decision that words should teach the basic of how frequent they use by speaker of the language. The techniques of teaching are able to help the students understand vocabulary in teaching learning process. So, if the techniques of teaching vocabulary run well both of the teacher and the students, it means that the processing of teaching run effectively.

Nowadays, most of students often get difficulties in learning English because they have low vocabulary and English grammar. They become lazy students and they think that English is not important for them. It is supported by the previous research has been done by Setiana (2009) entitled “Improving Second year Students’ Vocabulary by Using Matching Games at MTS Nurul Ulum Gadungan Malang. She found that the problems faced by the teacher, especially about vocabulary on spelling and pronunciation which has a different form, low level of students’ ability in memorizing the words and a small member of book, and the items of vocabulary that the teacher taught did not appear in UAN. Because of some reasons above, the teacher must use an appropriate techniques of teaching and learning English especially vocabulary. The
teacher also has to know the situation and condition in the classroom and what the techniques are suitable in this situation. So, if the teacher does not know what the techniques are suitable in the classroom, it can be problem matters in the process vocabulary teaching and learning. Another research was conducted by Haryani (2010) entitled “A Study on The Techniques of Teaching English Vocabulary for Second Year Students in SMP Muhammadiyah 1 Malang.” She investigated the techniques of teaching English vocabulary used by the English teacher for second year students in SMP Muhammadiyah 1 Malang and the students’ response toward the teacher’s techniques. She found that the teacher’s techniques were communicative, role play, games, question-answer display, brainstorming, and report. The students’ responses toward those techniques were very good and very enthusiastic because those techniques make the students interested in learning English vocabulary.

Based on the above explanation, the researcher is interested in conducting the research on “The techniques of teaching vocabulary used by the teacher of the seventh grade students at SMP Muhammadiyah 4 Malang.” The researcher chooses SMP Muhammadiyah 4 Malang because most of all students have lack of vocabulary in this school. The researcher has done teaching practice (PPL) and observation there, so the researcher has been known the situation and the students well. The researcher thinks that technique in teaching vocabulary is important to support the successful of learning and teaching process, especially for junior high school that are learning English vocabulary and it is important to conduct the research on techniques of teaching English vocabulary used by the teacher of the seventh grade students at Muhammadiyah 4
Malang, the way the English teacher implements the techniques in teaching and learning process, and the teacher’s reasons of using the techniques in teaching vocabulary.

1.2 Statement of problems

Based on the background of the study, the problems are formulated as follows:

1. What are the techniques of teaching vocabulary used by the teacher of the seventh grade students at SMP Muhammadiyah 4 Malang?
2. How does the English teacher implement the techniques in the teaching and learning process?
3. What are the teacher’s reasons of using the techniques in teaching vocabulary?

1.3 Purpose of the Study

Concerning with the problems above, the purposes of this study are:

1. To know the techniques of teaching vocabulary used by the teacher of the seventh Grade Students at SMP Muhammadiyah 4 Malang.
2. To know how the English teacher implements the techniques in the teaching and learning process.
3. To know the teacher’s reasons of using the techniques in teaching vocabulary.

1.4 Significance of the Study

The result of this study is expected to be useful for English teacher, the English department students, and the next researchers. For the teacher, it is expected that the result of this study will give contribution that the English teachers will know better techniques for teaching vocabulary to the students. For English department students, the result of this study can be useful for them to know how the techniques of teaching
vocabulary are. For the next researcher, the result of this study is expected to be used as one of references if they are interested in conduct similar studies.

1.5 Scope and Limitation

This study is focused on the techniques of teaching vocabulary used by the English teacher, the way the English teacher implements the techniques in the teaching and learning process and the teacher’s reasons of using the techniques in teaching vocabulary. This study is limited to the only teacher of English.

1.6 Definition of the Key Terms

The purpose of definition of key term is to make it clear and avoid misunderstanding on the concept that is used in this study. The researcher would like to present the definition of key terms as follows:

- *Techniques* is any of a wide variety of exercise, activities, or tasks used in the language classroom for realizing lesson objective (Brown, 2001:16)

- *Teaching* is 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:7)

- *Vocabulary* is the basic of English mastery by appearing the knowledge words and the learners must be knowing the spelling and the meaning of the words (Suprioyo,agus:2005)

- *Teacher* is someone or somebody as the central force who can shape the behavior of the individual child as well as those of children in groups (Puguh in Novi,2007)