

CHAPTER I

INTRODUCTION

This chapter is intended to introduce the topic and problem to the readers. It covers the context of the study, formulation of the research question, purpose of the study, significance of the research, Scope and limitation of the study, and definition of key terms.

A. Context of the Study

Language is one thing that cannot be separated from human everyday's activities. Practically language functions as a tool used to interact or communicate. In the words language can be interpreted as a tool to convey thoughts, opinions, concepts or feelings. This is supported by the opinion of Walija (1996: 4), saying that language is the most complete and effective communication tool to convey ideas, messages, intentions, feelings and thoughts. In sociolinguistic studies, language is interpreted as a system of symbols in the form of sounds that are arbitrary, productive, diverse, dynamic and humane. According to Felicia (2001), language is a tool used to communicate in everyday life, both verbally and in writing. He also added that without a language, a person would not be able to build relationships and interact with others. Because people can share their experiences, feelings, and needs verbally or even in writing using language. Meanwhile, according to Owen in Stiawan (2006: 1), language can be defined as a socially acceptable code or conventional system to convey concepts through the use of desired symbols and the combination of these symbols can be arranged. Wibowo (2001: 3) also emphasized that language is a system of sound symbols that have meaning and are articulated which are produced by the speech organs with arbitrary and conventional properties which are used as a tool to communicate by a group of humans to express the contents of their feelings and thoughts.

In the world arena, English is one of the international languages or in other words it is as a global language studied by various countries in the world with the aim of increasing

the prosperity of the country itself. In addition, it also greatly influences the development of the country itself. Basically, the quality of education in a country plays a very important role in preparing the next generation of the nation in the future and they are expected to be able to master skills in various fields, especially in the field of international language skills, especially English. English language skills are needed with the aim of realizing a quality next generation of the nation. Therefore, the Indonesian people must master English to improve the quality of progress of the Indonesian nation itself. They can learn, hone and improve their English language skills from various sources of knowledge that are very broad, such as from journals, books, and articles in English.

To be able to become someone who is proficient in English, that person must be able to master four basic skills in English first. The four basic skills are reading, writing, listening and speaking. However, in mastering the four basic skills in English, there are some people who are likely to have difficulty in understanding conversations, especially in terms of understanding conversations in the listening section, communicating well during speaking practice and understanding and writing their ideas in texts in reading and writing classes. Generally this is caused by their lack of understanding of vocabulary. Because vocabulary is one of the most important factors and is the main component in language skills, especially in English. In addition, vocabulary is one of the components that has a very important role in English. This is as stated by Wallace (1988; 2), that "*Vocabulary is an important feature of a language*". In addition, Rivers (1970) also emphasized that "*Learning a language, without learning vocabulary first is impossible*". Zuchdi (in Ratih and Pasca, (2015; 79) also explains that vocabulary mastery is one of a person's abilities to recognize, understand, and use words from the language itself well and correctly. Because a person's ability to master a language is very closely related to the vocabulary that they are able to master from the language itself.

Mastering vocabulary is not an easy thing. In learning vocabulary we also have to pay attention to other aspects of a language such as sounds and structures. Based on Harmer's (2007), the grammar or structure of a language plays a role in building the language framework, so in this case vocabulary becomes the main component of a language. From this opinion, it can be concluded that vocabulary is one of the items that must be mastered in learning English, because we cannot speak the language well if we do not master the vocabulary in it.

Learning vocabulary is also very important for students. They need to master basic vocabulary in English to help them understand their real life activities related to language skills such as reading texts, writing essays, answering questions in exams and actively participating in class discussions. However, according to Sadjah (2005: 140), in this case there are several factors that cause low vocabulary mastery in students. These causal factors can come from internal factors or external factors. What is meant by internal factors are factors that come from within the students themselves, such as motivation, interest, intelligence and so on. While external factors are factors that come from outside the students, such as learning materials, the learning process carried out by the teacher and the strategies used by the teacher in teaching English. In addition, students also often experience problems in the form of difficulties in developing their English. They tend to be silent when they are given several questions in English. Based on these problems, English teachers must have the initiative in developing vocabulary with the aim of motivating students to be more active in understanding the basic vocabulary they want to master. Therefore, teaching techniques in learning English vocabulary also need to be maximized, so that the students vocabulary mastery can increase.

Good teachers should always plan carefully in every aspect of their teaching. They must know in advance what to do, how to do it and what they want to achieve. Because

teaching English as a foreign language is not the same as teaching a regional language. It is widely known that English is different from other languages in terms of vocabulary, phonology and language structure. So that it has a big influence on students in Indonesia in learning English. Developing students interest in learning vocabulary is one of the challenges that teachers often experience. So that, teachers are required to be creative and innovative in using learning methods and strategies. Currently, many teachers use different methods and strategies but with the same goal, namely to help students understand, learn and remember vocabulary so that it makes it easier for them to master English.

In Indonesia, the teaching technique commonly used to overcome this problem by providing a list of words and then asking students to find the meaning of each word in a dictionary. This technique is considered a crucial element in delivering material design to students. In addition, using this technique is considered effective in improving students vocabulary understanding. Therefore, English teachers in state junior high schools need a theoretical basis in teaching and learning English. In addition, good strategies and skills are also needed to apply meaningful teaching and learning techniques to help students understand vocabulary. It can be concluded that in teaching and learning vocabulary, teachers are expected to be smart in choosing the teaching approach and strategy to be used, in addition, teachers must also adjust it to the conditions and needs of students so that they can achieve learning and teaching goals.

When talking about problems in learning and teaching vocabulary, it is certainly experienced by most English teachers and students. Because according to students, vocabulary is the main problem for them in learning English. They feel afraid and unsure about learning it. Similar problems are also experienced by English teachers and students at State Junior High School 2 Panggul Trenggalek. State Junior High School 2 Panggul Trenggalek is one of the secondary schools located in Panggul sub district, Trenggalek

district. The number of students at State Junior High School 2 Panggul itself is also quite large, ranging from 393 students from grade VII to grade IX. Initially, teachers at Junior High School 2 Panggul Trenggalek experienced many challenges in teaching vocabulary to students. One form of this challenge is the lack of student participation in participating in teaching and learning activities caused by their lack of understanding of vocabulary, so that they find it difficult to grasp the material that has been explained by the teacher. So the consequence of this challenge lies in the mastery of vocabulary in students which is still relatively low. In such a situation, English teachers there had a commitment to teach vocabulary for the students, They have taken some efforts to improve students vocabulary mastery. Gradually the efforts of the English teacher have a positive influence on the students learning process and learning performance results. One of them is that students vocabulary mastery have begun to improve.

Related to the teachers effort to improve the students vocabulary mastery above, the researcher is interested in studying the practice of teaching English vocabulary carried out by teachers at State Junior High School 2 Panggul Trenggalek to improve students vocabulary mastery. The author has found three relevant studies related to this study. The first study was conducted by students of UIN Syarif Hidayatullah Jakarta with the title “Vocabulary Teaching through Communicative Language Teaching (*Case Study in Class One of SMU 1 Ciputat*)” written by Erwan (2008). The purpose of the study was to find out more about teaching English in the classroom as well as the evaluation carried out. The techniques used by the author in collecting research data were by conducting observations, questionnaires and documentation. From this study, the author found several differences and similarities with the research that the author did. The difference lies in the purpose, place, time and method of collecting research data. In this study the author used observation, interviews and documentation to collect research data. While previous studies

used observation, questionnaires and documentation. The similarity between this study and previous studies lies in the vocabulary used as the object of research by the author.

Then the second study related to vocabulary was conducted by M. Erfan Nugroho (2016) with the title “Teaching English Vocabulary to the Seventh Grade Students of SMP Muhammadiyah 5 Surakarta”. The study aims to describe how the practice of teaching English vocabulary, vocabulary teaching materials in English, techniques used in teaching English vocabulary, and procedures used in teaching English vocabulary at SMP Muhammadiyah 5 Surakarta. The findings of the study indicate that the purpose of teaching English vocabulary is to develop oral and written language skills and help students master vocabulary in the material according to the theme. In addition, in the study there are techniques and procedures used by English teachers there to teach English vocabulary to students. From the study, the author found several differences and similarities with the research being conducted by the author. The difference lies in the research question and the purpose of the study. While the similarities lie in the vocabulary which is the main focus of the study.

The third study was conducted by Siti Nurmeliya Baskarani (2016) with the title “The Teaching of English Vocabulary (*A Case Study at the Seventh Grade Students of MTs Negeri 2 Jakarta*)”. The purpose of the study was to determine and describe the entire process of teaching English vocabulary in grade VII at MTs Negeri 2 Jakarta. From the study, the author found several differences and similarities with the study conducted by the author. The differences are in the data collection techniques, in the study the author collected data through observation and interviews. While in this study the author used observation, interviews and documentation to collect research data. The similarities are the same as previous similar studies, namely in vocabulary. In addition, the similarities

between the study and the second study lie in the research subjects, which both use grade VII at Junior High School.

B. Formulation of the Research Question

Based on the description of the background of the problem above, the problem formulation in this research is:

1. How does English Teacher designs teaching and learning vocabulary at State Junior High School 2 Panggul Trenggalek?
2. What activities are set by the teacher to facilitate the students in learning English vocabulary at State Junior High School 2 Panggul Trenggalek?
3. How can the students learn better from the set activities in learning English vocabulary at State Junior High School 2 Panggul Trenggalek?

C. Purpose of the Study

The research objectives based on the problem formulation written above are to:

1. Find out how teachers design teaching and learning English vocabulary at State Junior High School 2 Panggul Trenggalek.
2. Find out what activities are set by the teacher to facilitate students in learning English vocabulary at State Junior High School 2 Panggul Trenggalek.
3. Knowing how students can learn better from a series of activities in learning English vocabulary at State Junior High School 2 Panggul Trenggalek.

D. Significance of the Research

The results of this research are expected to provide several important benefits for:

1. For students, it is hoped that the results of this research can provide motivation for students to encourage them to learn English vocabulary so that their mastery of English vocabulary can increase.

2. For teachers, it is hoped that the results of this research can provide benefits for English teachers at State Junior High School 2 Panggul Trenggalek to get clear information about how to carry out appropriate vocabulary teaching to improve students vocabulary mastery.
3. For future researchers, it is hoped that this research can become a reference for future researchers who are interested in conducting similar research related to teaching English vocabulary.

E. Scope and Limitation of the Study

With limitations in time, knowledge, energy and finances. So this research needs to be given limitations, both in terms of objects and in the scope used in the research. The following are the limitations that exist in the research:

1. This research was conducted at one of the State Junior High Schools located in Panggul sub district, Trenggalek district, namely at State Junior High School 2 Panggul Trenggalek. This research involved one of the English teachers who was used as the subject of the research.
2. This research should have involved three English teachers as research subjects, but here the researcher only involved one teacher as the research subject.

F. Definition of Key Terms

To avoid errors in interpretation, the author will provide several definitions contained in the title of this research:

1. Practice of English Teaching

Practice of English it is an activity carried out by English teachers at State Junior High School 2 Panggul Trenggalek to improve students vocabulary mastery.

2. Teaching Design

Teaching design is a learning design in the form of procedures or steps that are arranged in such a way to be applied in teaching vocabulary to students at State Junior High School 2 Panggul Trenggalek.

3. Setting Activities in Learning Vocabulary

Setting activities in learning vocabulary is a series of activities that have been set by the English teacher at State Junior High School 2 Panggul Trenggalek to teach vocabulary to facilitate the students in learning vocabulary.