

# CHAPTER I

## INTRODUCTION

### A. Background of Study

This chapter present the background of the study which is a brief description of the thesis. The main discussion is the vocabulary role in language, complexity of vocabulary, vocabulary instruction, and the form-focus instruction.

The most basic aspect of a language or could be called as the genesis of the language is vocabulary. Therefore, the role of vocabulary in language is very important. Most important role of the vocabulary is the material of language. Then the importance of vocabulary also described in Al Qur'an Surah Al-Baqarah:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ (٣١)

Based on verse above Allah taught Adam the name of objects in the universe. In addition, the name that taught is not only the object name but also all of the names of the living objects all over the sky and earth. This event was purposed to inform that Adam or human is deserved as "Khalifah" or leader on the earth by the information and knowledge that has been given by Allah. This is how Allah show his greatness. That events show the importance of vocabulary teaching and learning.

Moreover Allah also taught Adam the characteristic and personalities of the word, this action show the importance of follow the word with another aspect that related to the object which taught. This action so close with the vocabulary instruction which is directed the teaching and learning word into deeper word understanding.

There is also a verse in Al-Ankabut which contain quite similar concept:

وَتِلْكَ الْأَمْثَالُ نَضْرِبُهَا لِلنَّاسِ وَمَا يَعْقِلُهَا إِلَّا الْعَالِمُونَ (٤٣)

.Based on the verse above there are parables which is make in order to make people understand, but could be comprehend only by people with knowledge. Those parables refers to Al Qur'an, but if we analyzed more there is a similarities those aspect in language teaching because the Al Qur'an also presented in a language form. The similar aspect is the complexity of a word which is need knowledge to understand it.

More specific into language teaching nowadays English claimed as world or international language with more than 350 million people around the world speaking English or using that language as the first language and 430 million people use it as a second language. English not only used in communication sector but also in academic, economic, political, and scientific thing. That's why English so important to be learned.

In English language, there are four fundamental skill include speaking, writing, listening and reading and two language components there are grammar and vocabulary. Those skill sliced into two types of productive skill such as speaking and writing, a receptive skill such as listening, reading. Beside of that fundamental skill, there is two additional skill to build better communication.

Grammar and vocabulary are important aspects and should be mastered by the language user to make better communication. According to Harmer (2001:225) grammar as the description of ways in which word can change their form and can be combined into sentences in the language. Besides syntax, grammar or phonology,

vocabulary does not have restricted rules while learning so vocabulary development depends on student knowledge.

Furthermore, Cameron (2001:72-73) states that vocabulary as one of the knowledge areas in language, plays a great role for students in acquiring a language. Moreover learning vocabulary is an important aspect of their language development. In English as a foreign language (EFL) learning vocabulary is extremely important that because vocabulary is the core of the language and grammar as a builder of that core.

The language learner not only should hear vocabularies and complex language but also should have opportunities to produce it. Unfortunately on the classroom activity the opportunity of producing language is quite limited. Furthermore, students require an opportunities to explain, discuss, and share to tell the idea which needed in the use of precise language. Educator should take serious this problem to provide more opportunities on engaging meaningful conversation, educator need to make sure that the learner have opportunities to talk for variety of purposes and settings because different purposes and setting contained different language.

According to Bishop, Yopp, & Yopp (2009:15) student vocabulary mastery impact all areas of curriculum because the words is important for communicating the content. Students often got obstacles in learning language because their difficulties in understanding and expressing the concept and principle of the content areas without they know the specialized vocabularies about it because they cannot represent the concept and principle of it. For example the student will hardly understands the

volcanoes article without any concept and principles of magma, lava, vent and erupt words.

Vocabulary instruction refers to the instructional vocabulary learning which mean there a directional purpose while acquiring vocabulary beside just know the word. According to Nagy (2005:62) student needs multiple focuses to acquire the word before they could be understood, remember, and apply them. Thus the vocabulary instruction leads the word acquiring to another level of understanding.

Bishop, Yopp, & Yopp (2009:21) further states that teachers should provide direct instruction for some word meanings. Because the teaching and learning will be more efficient to teach the learned what kind of words that they need to know for particular purposes rather than wait those words to be learned through context. Teacher should be more consider teaching vocabulary because there are a lot of factors that can be affected to the language learning.

In teaching vocabulary there is vocabulary instruction which way effective to boost vocabulary knowledge for the student. According to Hairrell, Rupley, and Simmons (2011:3), the targeted vocabulary instruction leads to increased word knowledge for the elementary student. The vocabulary instruction which researcher mean here is the vocabulary instruction in the *form-focus instruction*.

Form-Focus Instruction or FFI that can be happened in Integrated and Isolated approaches. According to Spada and Lightbown (2008:185), an integrated approach focused on meaning form of the language so the teacher taught the vocabulary with considering how to use the word in real communicative interactions. Then the isolated

approaches focused on particular languages feature so the teacher taught the vocabulary along with the structural and pattern practice.

Based on the explanation above the researcher want to emphasize the importance of vocabulary teaching especially on vocabulary instruction in *form-focus instruction*. According to researcher experienced teacher on the junior or senior high school rarely give attention more to the vocabulary teaching. Moreover in EFL without special treatment from vocabulary instruction, it is too hard to know what the word really is.

#### **B. Research Question**

1. What kind of vocabulary instruction are the teachers used in the classroom?
2. How do the teachers implement the vocabulary instruction in the classroom?

#### **C. Objective of Study**

1. Find out what kind of vocabulary are the teachers used in the classroom.
2. Find out how the teachers implement the vocabulary instruction used in the classroom.

#### **D. Significant of Study**

The findings of this study could be an alternative theory in teaching vocabulary, considering the importance of vocabulary teaching, especially in the EFL context. This result also could help the teacher to make teaching vocabulary more directed. This research hopefully useful for another research related to vocabulary teaching.

#### **E. Definition of Key Term**

a. Vocabulary instruction:

The vocabulary instruction means how the word is given by the teacher in the classroom, the vocabulary instruction which is researched here is the *Form-focus instruction* or FFI. *Form-focus instruction* is an approaches which is may applied in isolated or integrated approach. Isolated approach provide the teaching and learning through only on one language feature and focused on that language feature. Integrated approach provide the teaching and learning through the communicative activity and focused on the meaning. In this case the researcher observes what kind of vocabulary instruction in FFI which used and how the implementation of the vocabulary instruction in FFI itself.