

CHAPTER I

INTRODUCTION

A. Rationale

Language is one of the important devices of communication in any kinds of human being life activities. Language is used to show people's thought, feeling, expectation and activities to influence others. A language can explain someone's education background, association, tradition and sign of family and nation.

As an element of a language, vocabulary is very important. Vocabulary is a total number of words which known or used by a person in a certain situation. It has been being a basic component for us to understand material in reading or identifying an object through its mean. When a student has mastered the fundamental grammatical patterns of a language, the first task is to master its vocabulary or at least part of vocabulary that he needs. Vocabulary is all about words. When we use language, we use words all the time, thousands of them. If we know a language well, we know how to write its words and how to say its words. We know and use the words that fit our particular purposes and continue to learn new words as long as we live, as adjusted to one of the Holy Koran has stated in the Al-Baqarah verse 31 and 32 as follows how the Prophet Adam (p.b.u.h) learnt language by saying the name of things.

Based on that verse, Allah has created the first man left in this world with the perfect creation. The first thing had been taught to him (Adam (p.b.u.h)) is about names of all the things that he didn't know before. Based on that explanation we know that the first thing must be taught is words, because only by words we know the name of all the creators in this words and only by words we can communicate each other.

Kamil and Heibert make a distinction between two types of vocabulary: receptive vocabulary and productive vocabulary. Receptive vocabulary means the terms and phrases that an individual recognizes and understands; such as reading and listening. Productive vocabulary means terms and phrases that an individual uses; such as speaking and writing.¹

Vocabulary holds a special place among these components; listening, speaking, reading and writing. Vocabulary is not a developmental skill or one that can

¹Robert J. Marzano, *Teaching Basic and Advanced Vocabulary*, (Canada: Cengage Learning, 2010), p. 1.

be seen as fully mastered. The expansion and elaboration of vocabularies is something that extends across a lifetime.²

Having a great vocabulary building is not easy for the first young learners. The English teacher has to help them in building their new vocabulary. Vocabulary is one of among many knowledges that can be lost easily when we never remember and use it. Thus, the teacher has to develop their technique in teaching vocabulary to help the students in enriching vocabulary because it is the most helpful way for the students in learning English, as Anatomy said, quoted by Mehta in his article;

‘Anatomy Visnja Pavicic dealt with a way to improve students' abilities to explore, store and usage of vocabulary items. He determined the role of vocabulary teaching and how a teacher could help their learners. He laid emphasis on self initiated independent learning with strategies, in which formal practices, functional practices and memorizing could be included. He said that the teacher should create activities and tasks to help students to build their vocabulary and develop strategies to learn the vocabulary on their own.’³

There are some constraints and problems will happen when some teachers don't use a technique based on the topic taught in teaching and learning vocabulary process. Therefore, the effective and the efficient of students' learning are not good as the appropriate technique. An English teacher should have some specific technique in teaching a second language or foreign language to the beginners. Some teachers do

²Ibid., p. 2.

³ Mehta, *Effective Methodologies*, <http://iteslj.org/Techniques/Mehta-Vocabulary.html>, retrieved on February 21st, 2011.

not attend to the techniques that can help students understand the new material they taught. According to PERMENDIKNAS NO 16 year 2007, teacher pedagogic competent no 2.2 especially for the subject teacher. It said that the teacher should have various approaches, methods, strategies, and techniques in teaching and learning process creatively in subject he is able to teach.

Based on free observation the writer done at SMPN 2 Kintap, this school has many students who graduated from various elementary schools. Actually many of them have never studied and known English before. Therefore, the writer wants to know how English teachers of SMPN 2 Kintap teach them as the beginners in learning English.

From what has been explained above, the writer is interested in doing a research in describing teachers' technique in teaching students' vocabulary. Based on this reason, the writer intends to do a research entitled **“TEACHERS’ TECHNIQUE IN TEACHING VOCABULARY FOR THE SECONDGRADE STUDENTS OF SMPN 2 KINTAP ACADEMIC YEAR 2010-2011”**.

B. Clarification of The Title

To avoid the confusions in understanding the title, the writer states the explanation of some terms used in this thesis as follow.

1. Teacher's Technique: Method of doing something that needs a specific skill in teaching.⁴
2. Teaching: a process of giving knowledge or sharing information to the students from the teachers.
3. Vocabulary: A total number of words in a language.⁵
4. The second grade student of SMPN 2 Kintapis the school that located in Sungai Cuka, A.Yani Street Km.13Kintap District, TanahLaut Regency.

Thus, the title exactly means a specific description of teachers' technique that needs a specific skill in teaching vocabulary or giving knowledge about a total number of words to the second grade students of SMPN 2 Kintap.

C. Problem Statement

In relation to background of the study as explained before, the problem statement is:

1. What are the techniques that English teachers of second grade students of SMPN 2 KINTAP use in teaching vocabulary?
2. Do the techniques used by english teacher of second grade students of SMPN 2 improve their vocabulary achievement?

⁴ Oxford Learner's Pocket Dictionary, p. 425.

⁵Ibid., p. 461.

D. The Reason for Choosing The Title

There are some reasons why the writer chooses this title, they are:

1. Realizing that technique is the crucial thing for the process of teaching and learning.
2. Knowing that the students at elementary school have limited vocabulary.
3. Analyzing teacher's technique in teaching vocabulary. Students' vocabulary will be better if the technique is well.
4. Considering that mastering english depends on having rich of vocabulary.

E. Purpose of Research

To answer my problem statement, the purposes of this research are:

1. To know the teacher's technique, how it can help students to enrich their vocabulary.
2. To know how good the second grade students' vocabulary of junior high school.

F. Significance of Research

1. As an input for the English teachers to improve their techniques in teaching students' vocabulary.
2. As an input for the writer herself and other students who will be an English teacher to have variety techniques in teaching students' vocabulary.

3. As a consideration for the next researchers in the same object but different point.

G. Organization of Writing

The writer divides organization of the contains into five chapters. The first chapter consists of introduction that includes rationale, clarification of the title, problem statement, reasons for choosing the title, purpose of research, significant of research, and organization of writing.

The second chapter consists of theoretical review that includes the definition of teaching, definition of vocabulary, aspects of vocabulary, the importance of teaching vocabulary, a brief description of method and technique, methods in teaching process and techniques of teaching vocabulary.

The third chapter consists of method of research that includes population and sample, subject and object of the research, data and source of data, techniques of data collecting, techniques of data processing and analysis, design measurement, and research procedure.

The fourth chapter consists of report of the research result that includes description of the research location, data presentation, and data analysis.

The fifth chapter consists of closure that includes conclusion and suggestions.