

# CHAPTER I

## INTRODUCTION

### A. Background of Study

Language is the human capacity for acquiring and using complex systems of communication, language as humans' tool to communicate each other. Another definition sees language as a system of communication that enables humans to exchange verbal or symbolic utterances. This definition emphasizes the social functions of language and the fact that humans use it to express themselves and to manipulate objects in their environment.

According to (Schmitt, 1998,p.8-9) a rich language is if it has an extensive vocabulary and if it has many words. English, for example, is considered to be a rich language. It is appraised that there are about 500,000 words in English language. Of course, no one knows or uses all of the words. McCharty,O'Keeffe, & Walsh (2010) found vocabulary is all about words. When someone uses language they use words all the time, thousands of them. If they know a language well, they know how to write its words and how to pronounce them.

Singleton (1999) suggests that vocabulary development is not only about learning words, but it is much more than that. Vocabulary development is also

about learning more about those words, and about learning formulaic phrases or chunks, finding words inside them, and learning even more about those words. Even the idea of what counts as a 'word' starts to become confused when linguists try to produce watertight definitions. Schmitt (1998, p.72-73) argues that however, every person will start from words in the orientation that baby, children and adults talk about 'words' and think in terms of a word as a separate and distinct from each unit. Children will ask what a particular word means, or how to say a word in the foreign language, and in learning to read, the word is a key unit in building up skills and knowledge.

Based on (Rivers, 1981, p. 42-43) it would be impossible to learn a language without vocabulary. One could learn a language through some symbol system which would demonstrate relations and how they are realized, but this would be like examining the skeletal remains of a dinosaur and believing that one had actually encountered the creature. Language is not a fossil. It is a living, growing entity, clothed in the flesh of words. Vocabulary cannot be taught. It can be presented, explained, included in all kinds of activities, but it must be learned by the individual. The vocabulary is understood and can be used by people varies in nature and in quantity from one person to another even in our native language. As language teachers, someone must arouse interest in words and a certain excitement in personal development in this area (that is, motivation to learn ways of expressing meanings that are important to the individual student, even if not to

others in the group). Teacher can help students by giving them ideas on how to learn vocabulary and some guidance on what to learn.

Ilyas and Azhar (1999) found that, these are suitable with what we learnt in the holy Qur'an. The Qur'an states that one of the privileges which God bestowed to the human being is his or her readiness to learn. The Readiness to learn happened in cooperation with various innate and acquisition factors, these are: The sense, special intelligence, various *mauhibah*, encouragement etc. Allah said in *surah Al-Baqarah* verse 31:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْذِ بِوُنِي

بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ (القرة : ٣١)

Therefore, every student has readiness to learn. So, the main problem that must be overcome previously namely how to make students want to learn. When students want to learn English, they will have desire and wish to learn English. Then, learning process will be going smoothly.

English is one of the most popular languages in the world that has become the main communication device the field of the science and technology. For Indonesia, English is a foreign language that has been taught from elementary school until university. Learning a foreign language is an integrated process that

the learners may not ignore one or more aspects of the four basic skills: listening, speaking, reading and writing.

Every language has different sounds and words, at teaching and learning a foreign language vocabulary is one of the important components to be master in order the teacher and students have good competence in English to be successful in four language skills. In many elementary school today, teachers feel very important to teach foreign language competence from early beginning, although most of them only teaching English. But sometimes English teaching is only as a completion of the other lesson that has been taught. Thus, the student's competence is ignored and student does not have enough spirit to learn English.

Based on the fact at MTs 1 Muhammadiyah Banjarmasin where writer do the research, student's motivation to learn English is low, specifically at ninth year students. Although in that school teaching techniques of vocabulary is applied in teaching and learning process but still not effective because the classroom teacher always pursue the materials, pursues the next material regardless of the students' understanding of the material that is given and based on the fact rarely teacher use English, so that they do not enrich their vocabulary to understand what the teachers' explanation about the subject. They feel learning English just to get score in examination, only completion of other lesson and only as obligation lesson that must they pass to be graduated.

Based on the fact and the importance of vocabulary, the writer wants to know how good the techniques use by English teacher in teaching and learning of vocabulary in English subject process. So, the writer is interested to observe and make a research entitled: **“Teaching Techniques of Vocabulary on English Subject at the Ninth Year Student at MTs 1 Muhammadiyah Banjarmasin Academic Year 2014/2015”**.

#### **B. Statements of the Problem**

In this study, the writer tries to organize the statements of the problems of the study, they are:

1. What are the teaching techniques used by teacher in teaching vocabulary on English subject at the ninth year students at MTs 1 Muhammadiyah Banjarmasin academic Year 2014/2015?
2. What are the factors that influence the teachers in teaching and learning of vocabulary on English subject at the ninth year students at MTs 1 Muhammadiyah Banjarmasin academic Year 2014/2015?

#### **C. Objective of Research**

Based on the problem above, there are many purposes that writer has, they are:

1. To know the teaching techniques used by teacher in teaching vocabulary on English subject at the ninth year students at MTs 1 Muhammadiyah Banjarmasin academic year 2014/2015.
2. To know the factors that influence teaching and learning of vocabulary on English subject at the ninth year students at MTs 1 Muhammadiyah Banjarmasin academic year 2014/2015.

#### **D. Significances of Research**

Significances of Research are:

1. It will enrich the writer knowledge and experience in this specific research.
2. It will enlarge and improve our understanding about vocabulary in teaching and learning English.
3. Be information and input for education executor on increasing and improving education quality especially for MTs 1 Muhammadiyah Banjarmasin.
4. Providing information and consideration for future researchers.
5. Enriching literary source of Antasari State Institute for Islamic Studies Banjarmasin library.

### **E. Definition of Key Terms**

To avoid misinterpretation toward the title, the writer will explain some terms in the title as follow :

1. Teaching techniques: certain ways used by teacher in teaching English in order to improve students' ability in enriching English vocabulary at the ninth year students at M Ts 1 M uham m adiyah Banjarm asin .
2. Vocabulary: total number of words in a language and list of the words with their meaning that taught with the techniques by English teachers at the ninth year students at M Ts 1 M uham m adiyah Banjarm asin .
3. English subject : English lesson that taught by the English teacher at the ninth year students at M Ts 1 M uham m adiyah Banjarm asin in academic year 2014/2015 that conduct teaching techniques of vocabulary .
4. Ninth year students: all the ninth year students at M Ts 1 M uham m adiyah Banjarm asin .