

CHAPTER I

INTRODUCTION

1. Background of study

Language is the main aspect of communication. English, as international language, are learned by all of the people in the world. People need to communicate in doing daily activities and making an interaction to others (Muttahidah, 2011). Communication is success when the message in communication is successfully deliver or understand both by speakers and receiver. The speakers have to deliver the information or messages of their communication first, then the receivers have to reply the information or messages back to the senders. Both the senders and receivers must be able to understand and speak clearly. In order to succeeding communication, not only pronunciation factor, but also vocabulary acquisition factor also has important role. However, both pronunciation and vocabulary are not an easy task to learn. Since Kenworthy in 1987 stated that *“learning to pronounce a language is a very complex task and difficult for learners to do in this for themselves”*. As stated by Nation in 2001, *“vocabulary is the basic knowledge of language”*. So that, vocabulary is important subskill to be learnt. In other words, the first step which needed to be master in learning language, especially English, is vocabulary.

Vocabulary is one of English components or sub skills that must be taught to the learners because vocabulary has primary role for all languages. As stated by Baker, Simmons, and Kameenui in 1995, "*Vocabulary acquisition is crucial to academic development*", vocabulary become serious attention to be study. Scrivener (1994) also has drawn attention to the fact that vocabulary is a powerful carrier of meaning. To know English words and their meanings, learners must know how the words work together in a sentence first. It concludes, that in teaching vocabulary is not only to give the meaning of the word but also teach how the words work together in a sentence, because some words in sentences have different meaning. As stated by Janet Allen in his book entitled "*Words, Words, Words*", the differences of the words meaning in a sentence called context. Allen added that most of strategy to search definitions used by student is looking up the dictionary. Then, students usually only copy the definition that they found without considering the context in the sentences. In order to get the context, simply looking up words' definition in dictionary, it will not work. There are some reasons provide why it happen. (1) Some definitions are inaccurate in particular area. In different area, the context will be different too. (2) The dictionary definition may not be understandable if applied literally (only by copy the definition). (3) The definition does not contain enough information to allow someone to use the word correctly. Shortly, vocabulary should be used in a meaningful context.

Learning meaningful context, will increase the development of vocabulary. However, it needs longer times to do. Repetitions of the words are needed to help

student's vocabulary development. As Baker, Simmons, and Kameenui (1995) state that the key to increasing vocabulary development is ensuring that students with poor vocabularies not only learn the meaning of words but also have the opportunity to use them frequently. It means that without learning how the words use in a sentence, the definitions alone do not provide enough support for readers to be able to transfer those definitions to reading contexts.

In this era, opening new school deals with challenges. Sexton, T.T (2010) mention four challenges for opening new school; economic benefits, staff and teacher recruitment, capacity of attending-students, and academic-succeed of the first year students. Those three challenges are influenced each other. School's economic benefits are gained by appropriate calculating between staff (and teacher) recruitment and capacity of attending-students. The more capacity of attending-students, means more income for the school, although the more staff and teacher recruitment needed. It becomes opportunity to gain economic benefits for the school.

In the other hand, student's academic-succeed is not influenced neither by capacity of attending-students nor staff recruitment. Student's academic succeed means the quality of the students in learning (including the result of the test or exam). The challenge of the new hired-teacher is forming first-year students to become "an image" for the new school. Beside of that, the new teacher needs to adapt with the school environment. In short, teachers in a new school play important

role to forming the first-year students to achieve academic target. They are responsible with teaching and learning activity in the classroom.

As stated above, vocabulary is the basic subskills that must be taught to the learners. Vocabulary take an important role in English lessons in every Indonesian from junior to senior high schools. So that, the classroom activity of English vocabulary need to be studied, especially for new school that have new students and new English teacher.

There are several previous studies related with classroom activity of English vocabulary teaching and learning. Lubis (2014) conducted a research entitled vocabulary Teaching and Learning in SLB Negeri 4 Jakarta. The purpose of the study was aimed at how the vocabulary teaching and learning for students with special needs. The findings of this study is strategy teaching and learning used for deaf students. The teacher should provide written instruction, so that the deaf-student can read the instruction. For student who has reading disability, oral instruction should be provide to give instruction to the students.

Muttahidah (2011) conducted research entitled improving student's vocabulary through vocabulary card. The purpose of this study is to improve student's vocabulary. The finding of this study is development in student's vocabulary mastery by using vocabulary card. It can be seen in the improvement of score in pretest and posttest. Before implementation of vocabulary card, the student

gained average score 49.6 in pretest. Then, after the implementation, the students gained 58 in pretest cycle 1, and 66.3 in cycle 2.

The researcher conducted this study based on the information that SMP IT YP IPPI Cakung students were able to get high score although the school was opened for the first year at that time. Moreover, the students were taught by new teacher. It was opened in 2015, the first year students are around 140 students, divided into three class, 7A, 7B, 7C. They are able to get high scores of English test (daily, midterm, and semester test), in average 80-90. For a new school with new students and teachers, this situation seems need to be studied, how the student learns English effectively, especially Vocabulary. The researcher focuses on the student's vocabulary teaching and learning activity in the classroom. This study was conducted by using case study.

2. Research question

This study was conducted to answer the following research question:

How vocabulary teaching and learning classroom activity are conducted at the first year of SMP IT YP IPPI Cakung?

3. Purpose of study

The purpose of this study was to investigate the first year student's English vocabulary teaching and learning classroom activity of Junior High Schools IT YP IPPI Cakung.

4. Scope of the study

This research was focused on Student's vocabulary English teaching and learning classroom activity at the first year of Junior High Schools IT YP IPPI Cakung.

5. The significance of the study

The findings of this research can be used as beneficial input and feedback for the English teacher of Junior high school IT YP IPPI Cakung. By knowing the findings of this study, teachers are able to more concern and focus on the problem in teaching and learning vocabulary. Moreover, the findings of this research can be used as useful information for the next researcher in similar area.