

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Learning English involves the manipulation of four main skills; speaking, writing, listening, and reading, which lead to effective communication. One crucial factor is the amount of vocabulary one possesses as vocabulary forms the biggest part of the meaning of any language (McCarthy, 1988). Vocabulary is the main point to learn language. The successful learners depend on their vocabulary skill, how many vocabulary they can master and how well they use it. Vocabulary can be defined as the set of all the words that understood by the person or all the words that used by that person to make a new sentence. Students with lack of vocabulary will meet difficulties when they learning a language. Moreover, they will get difficulties when they want to communicate with other people or to participate in the conversation.

Mastery of vocabulary is the basic competence that must be controlled by a person in learning English. How people can express a language if they does not understand the vocabulary of that language, especially when they study a foreign language. So, mastering vocabulary of a language is something that is absolutely owned by language learners.

If student has a lot of English vocabulary, they will easier to understand and learn English language. They also will easier to achieve the four main skills of English. If the student without having a lot of vocabulary, so the student will get problem when they learn English. So the amount of vocabulary that the learners known and understand is also important.

In teaching learning process, students learn new words, the vocabulary becomes stored in his or her memory, and it called vocabulary/language acquisition. Vocabulary acquisition concerns how people expand the number of words they understand when learning a new language as well as to produce and use **words and sentences** to communicate. In here, the teacher get an important role for their student's vocabulary acquisition. Their teaching activities will influence their student's vocabulary ability. It means that the teacher has a big contribution to their student's vocabulary acquisition. How the teacher encourages the students to always develop their vocabulary mastery and use their vocabulary to communicate with other and what are their efforts to improve their students vocabulary mastery.

Vocabulary divided into two categories: Passive vocabulary and Active vocabulary. Passive vocabulary contains all the words that you understand when you read or listen, but which you do not use or cannot remember in your own writing and speaking. Then, Active vocabulary is the words that you understand, and you can use it in writing and speaking.

Many English learners have a larger "passive vocabulary" than their "active vocabulary". Some of them are able to understand most of the words they come across in news reports, hear on radio and television and can comprehend the input but they may not use all the words they understood in their speech or writing. In other words, decoding a message is easier for them but encoding a message is rather difficult. They can understand many difficult English words when reading or listening, but they don't use most of them when speaking or writing in English. This is a problem to them. They would like to use all the difficult words that they know. Especially for junior high school students.

Because English not spoken by their society and they still have low vocabulary mastery. They meet a lot of difficulties in developing their vocabulary size. Especially for junior high school students, Most of junior high school students have a problem to acquisition their vocabulary. They will feel confused to develop and use their vocabulary in learning process. As junior high school students, they need some forced from the teacher to always learn a new vocabularies especially in their classroom activities in order to improve their vocabulary mastery.

In this study the researcher would like to describe the students' vocabulary acquisition at junior high school student in Gresik. The researcher also will describe about the teachers' efforts to give the contribution to the students' vocabulary mastery.

1.2 Statement of the Problems

Based on the general background of the study above, statement of the problems can be stated as:

1. How are the students' vocabulary acquisition during the teaching learning process?
2. What are the teachers' efforts to give the contribution to the students' vocabulary mastery during the teaching learning process?

1.3 Objectives of the Study

Based on the defined problem statement above, the objectives of this study are "To describe the students' vocabulary acquisition during their teaching learning process and also to describe the teachers' efforts to give the contribution to the

students' vocabulary mastery during the teaching learning process at Seventh grade junior high school of Muhammadiyah 1 Gresik”

1.4 Significance of the Study

The researcher hopes that this research can give the benefit contribution for teaching and learning. Especially in teaching vocabulary. Bellows are both theoretical and practical aspect:

1.4.1 Theoretical

To diagnostic the junior high school students about their vocabulary acquisition. And also to find out the teachers' efforts to give the contribution to the students' vocabulary mastery.

1.4.2 Practical

- Student

To diagnostic their vocabulary acquisition. So they will know their vocabulary skill, how they can mastering the vocabulary, develop and used their vocabulary skill.

- Teacher

To find out her effort to help the students vocabulary mastery in the teaching learning process. It will also help them to improve their teaching activities to increase the student's vocabulary skill

- School

To get the information about their student's vocabulary skill in English subject and their students' vocabulary acquisition at the school.

1.5 Scope and Limitations

In order to make this study more specific, the researcher determines the scope and limitations of this study. The scope of this study are the participants from Muhammadiyah 1 Junior High school students on the seventh grade, Especially in VII C class. Then, this study focuses on the Students' vocabulary Acquisition. Vocabulary Acquisition can be done inside and outside the classroom activities. There are some ways in acquiring English vocabularies outside the classroom activities. Like their activities in the house, library, course and etc. But for this study the researcher will limit the students' vocabulary acquisition, inside their classroom activities. The researcher will analyze student's vocabulary acquisition at seventh grade Muhammadiyah 1 Junior High school students in Gresik during the teaching learning process. It also will analyze the teachers' efforts to give the contribution to the students' vocabulary mastery during the teaching learning process. Besides, for the vocabulary material, the researcher will limit it on the material about Expression of asking giving opinion, noun phrase, and Short Functional text (Greeting Card). This material appropriates with the syllabus. The researcher will observe and analyze the student's vocabulary acquisition about the material above during their teaching learning process.

1.6 Definition of the Key Term

In this paper, the researcher has been added the keywords to avoid misunderstanding and misperception about the meaning for the purpose. The reader will be easy to understand about the content of this paper. The definitions of keyword in this study are:

- a. **Vocabulary** is a range of word that the students knows or use related to Expression of asking and giving opinion, noun phrase, Short Functional text (greeting card).
- b. **Acquisition** is the process which by the student develop their capability to perceive and comprehend language, as well to produce and use words and sentence to communicate during the teaching learning process.
- c. **Vocabulary mastery** is the student's ability to know and understand the meaning and can use English vocabularies.
- d. **Contribution** is the effort that the teacher do to help the students to improve their vocabulary mastery during the teaching learning process.