

CHAPTER 1

INTRODUCTION

This chapter presents background of the study, statement of the problems, objectives of the study, significance of the study, scope and limitation, and definition of key terms.

1.1 Background of the Study

Vocabulary is important in language learning, especially in learning English as foreign language. Laufer (1997) states that “Vocabulary learning is at the heart of language learning and language use.” In fact, it is what makes the essence of a language. Without vocabulary speakers cannot convey meaning and communicate with one another in a particular language.

From the statement, it is assumed that vocabulary is the important component of language that has to be mastered by language learners. Moreover, the successful learners in learning language depends on how many vocabularies they master.

Teaching is not only to show the teachers acquaintance with English knowledge especially in teaching vocabulary, but also the teachers’ talent, experience and handiness of approaching their students to make the class enjoyable, relaxing and interesting to them (Effendi, 2005:1).

Many English teachers in Indonesia still apply the traditional method in teaching English. It can be seen from the way they conduct the teaching learning process in the class. They still apply teacher centered approach. So, the students only receive the knowledge from the teacher and they do not experience that knowledge by themselves. The students can not see and understand what they really learn. Paul says that whether or not a child is motivated to learn English will depend on whether she sees learning as a personal adventure or not (2002:23).

The researcher doing the observation on SMP bungah and she find problem of students have problem with vocabulry, in the classroom students feel bored with monotonous teaching in vocabulary because the teacher just explains the material and the students can not understand the words in the sentence. Students can not articulated the word as well. He only dictate students about material in the class, so the students cannot improve their vocabulary.

Students as the learning subject are the starting point in teaching and learning which measure the success of the teaching learning process. Teaching and learning can be successful when the students can directly feel the advantages of learning materials by experiencing and learning it.

When the teaching and learning process takes place, problems would appear to the teacher. They have problems of how to teach them in order to gain satisfying result. The teacher should prepare and find out the appropriate techniques which are implemented to the students. A good teacher should prepare himself or herself with various and up-to-date techniques and masteri the material in order to be understood by students, and make students interested and happy in teaching and learning process in the classroom.

The teachers should concern that teaching vocabulary is something new and different from student's native language. They have to know the characteristics of the students. The teacher need to prepare good techniques and a suitable material in order to gain the target of language teaching to the students.

Contextual teaching and learning involves students totally in learning process. Students are motivated to be active to study the materials of learning suitable with the topic. CTL emphasizes on the process of students' involvement in order to be able to find the materials they learn and connect it with the real situation, so it will motivate the students to apply what

they learn in their lives. Learning in CTL is not just listening and taking notes but learning is direct experiencing process.

the researcher try to make teaching learning more effective and enjoyable. In here the students must be active than before. So, the researcher needs the right methods which not only can improve the students interest in learning English but also understand english their subject in school. Those goals can be reached by use of contextual teaching and learning (CTL) to improve student vocabulary.

According to Thornbury CTL gives attention of the role of vocabulary has been arisen. The CTL value a core vocabulary has always been recognized (2002:14). So, CTL pays attention in vocabulary.

CTL is teaching approach that connects academic material with the students lives. Johnson (2002) states that “CTL is an educational process that aims to help students to see meaning in the academic material that they are studying by connecting academic subjects with context their lives, that is, with the context of their personal, social, and cultural circumstance.”

Johnson (2002: 65) states that CTL is a comprehensive system. CTL consists of components which are connected. If these components combine each other, it will give effect more than the result when the components are separated. Every different part of CTL contributes to help the students understand learning materials and assignments which connect with those materials. Students are assisted to form a system which makes it possible for the students to see the meaning and remember the learning materials they have studied before. Contextual teaching learning is one of the methods appropriate in teaching English for students. In a CTL learning environment, students discover meaningful relationships between abstract ideas and practical applications in a real world context. Students learn something

from their experience. Contextual Teaching and Learning creates a team, whether in the classroom, language laboratory, or in the worksite. Students learn best by actively constructing their own understanding (CTL Academy Fellow, 1999).

Based on the explanation above, the researcher is interested in doing a research about improving students vocabulary using contextual teaching and learning (CTL) to eight grade of SMP NEGERI 1 BUNGAH. Here the researcher applies contextual teaching and learning to improve vocabulary. This technique is aimed at making students to be more active and build students' in vocabulary.

1.2 Statement of the Problem

Based on the background of the study, the researcher would like to answer the main problems which are formulated below:

“ How can CTL improve student mastery in vocabulary at SMP NEGERI BUNGAH?”

1.3 Objective of the Study

Based on the statement of the problems above, the purpose of the study is defined as :

“ To improve the students' vocabulary mastery at SMP NEGERI 1 BUNGAH by using contextual teaching and learning”.

1.4 Significance of the Study

The result of this study is hopefully to be beneficial from both theoretical and practical aspects. In this case, for those involve in teaching english.

1. Theoretical benefit

- a. It is expected that the result of this research will generate idea on teaching vocabulary in junior high school.
- b. It is expected that the result of this study will give contribution to the theory of the strategy in teaching vocabulary.
- c. It is expected that the result of the study will give contribution to theory of CTL learning.

2. Practical benefit

- a. For teacher, the result of this study can be used as a choice in choosing learning model in teaching vocabulary.
- b. For the student, this learning model improves both their motivation and achievement in vocabulary.
- c. For school, it gives positive input especially the headmaster raising the quality of education and the quality of english lesson in school.
- d. For researcher, she can get knowledge about learning model in teaching english especially in teaching vocabulary.
- e. For the next researchers who conduct similar reserch especially about strategy of teaching vocabulary this research will give contribution.

1.5 Scope and Limitation

In this research, the researcher limits the problem on the process of teaching vocabulary using Contextual Teaching and Learning (CTL) at student eight grade in SMP NEGERI 1 BUNGAH.

1.6 Definition of Key Term

To avoid misunderstanding, it is important to give the definition of some key terms.

The following terms are needed to be defined:

- Contextual Teaching and Learning (CTL) in the academic material learnt by the students in class which connected to the students real life, that is, with the context of their personal, social, and culture circumstance.
- Vocabularies in this research are vocabularies about school activity and etc. Vocabulary learning is at the heart of language learning and language use.