

# CHAPTER I

## INTRODUCTION

### A. Background of Research

English is one of international languages that is used to communicate with other state to make relationship. English is taught in school from kindergarten until university. There are four skills in English. Those are listening, speaking, reading, and writing. To have the four competences, there is one important thing that should be mastered, that is vocabulary. Vocabulary is sequence or words that make language.

From senior high school, vocabulary mastery is a basic competence. Vocabulary mastery is the key to success of learning English. This influence the four macro skills. By mastering vocabulary learner are able to speak English easier and correctly and also it prepares learners to know English more universal. The success of vocabulary learning includes many factors like method of teaching, media, learning process, teachers, students' intelligence, etc.

Based on the writer pre observation and discussion with English teacher, the writer found the students' problem in learning vocabulary as the following:

1. The students often got difficulty in memorising and spelling words.
2. The students did not understand the meaning words. Which made students silent in the class.

3. The students felt bored and lazy when they had to memorize the vocabulary, because the teacher just asked the students to write and memorize them.
4. The students were not confident, shy and doubtful to pronounce words and to speak English, because they were afraid of making mistakes.

In addition, according to the result of the interview with one of the English teachers in this school, it is known that the ability of students especially the students of class X Nautical of SMK Nasional Purwokerto in vocabulary mastery is still very low with class average score equal to 67,8.

Consequently the English teacher has to minimize those difficulties in vocabulary mastery. After discussing with the English teacher, to overcome this problem as well as to improve students' vocabulary mastery, the writer selects the technique which may be interesting for students, and it is the demonstration technique. Demonstration is technique can lead the students think activity in learning process, especially learning vocabulary. Demonstration technique is one way to make vocabulary teaching more interesting. It makes learners pay attention to the form, meaning or the use of words.

On this research, the writer is going to use demonstration technique to improve the student's vocabulary mastery.

Related to explanation above, the writer chose the classroom action research (CAR) entitled "IMPROVING STUDENTS' VOCABULARY MASTERY USING DEMONSTRATION TECHNIQUE"

## **B. Reason of Choosing Topic**

There are some reasons why the writer chooses demonstration as the technique in improving students' vocabulary mastery, as follows:

1. Improve the students' vocabulary mastery.
2. Help the students easier in understanding the meaning of the words using demonstration technique.

## **C. Problem of Research**

Based on the background of the research, the problem of the research is stated by question 'can demonstration technique improve the students' vocabulary mastery?'

## **D. Purpose of research**

Based on problem above, the purpose of the research in 'to know whether demonstration technique can improve the students' vocabulary mastery.'

## **E. Contribution of Research**

The contributions of research are given for the following subject:

1. For teacher
  - a. Teacher can improve English teaching technique
  - b. Teacher can apply the research as way of helping students who get problems in learning process.

2. For students

- a. They can improve their vocabulary mastery
- b. They can improve their achievement, especially vocabulary by demonstration technique.

3. For writer

The writer hopes that this research can give opportunities to practice knowledge and skill in vocabulary and to manage the teaching learning process.

