

CHAPTER I

INTRODUCTION

A. The Background of Study

Vocabulary is an important element in learning language because of some reasons. Firstly, Vocabulary is used to express one's idea. If one lacks vocabulary, he or she will have difficulty in expressing his or her idea both orally and written. Secondly, by having great vocabulary, it will be easier to master the four language skills. Thirdly, vocabulary is also important in communication with others in which if one knows many words or the meaning of the words, he or she will be able to respond to what they say in the communication.

However, based on the result of pre-observation at SMP N 2 Sumbang, it was found that the students still faced several unresolved problems in learning vocabulary such as they often easily forgot the words that they had already learnt and they had difficulties in associating English words with Indonesian meanings, moreover many English words have more than one meaning. The problems above are, of course, really frustrating for Indonesian learners of English to achieve the success in learning vocabulary.

The problems were as a result of the use of inappropriate vocabulary teaching technique by the teacher in teaching vocabulary like

the so called word list memorization in which the students memorized English words presented in the form of word lists without relating the words with its contextual use at all. The use of word list memorization in teaching vocabulary could in fact be the main factor of why the student's vocabulary learning achievement was still unsatisfying

In line with the fact above there are several vocabulary teaching techniques that can be used by a teacher in teaching vocabulary. One of them is contextual vocabulary teaching technique. Contextual vocabulary teaching technique can be defined as a technique of learning words by presenting them in the form of sentences or text and by sentence making practice. This technique focuses very much on the use of words contextually and requires students not only to know the meaning of English words associated with context but also how to use the words in sentences appropriately. So, the students will easily memorize the words that they have already learnt and know the meaning of the words contextually.

Therefore, it is so essential to carry out a study on the effectiveness of contextual vocabulary teaching technique in teaching vocabulary for the Eight grade students of SMP N 2 Sumbang in academic year 2011/2012.

B. The Reasons for Choosing the Topic

1. Vocabulary is one of important language elements in learning a language and acquiring great vocabulary power is an essential need to achieve the success in learning the language. One must know as many words as possible so that he or she will be able to express his or her idea and also to develop the four language skills. It is generally accepted that language learner with great vocabulary mastery is more successful in learning language compared to those with poor vocabulary.
2. Applying contextual vocabulary teaching technique in teaching vocabulary can be an effective way to solve the problem faced by both teacher and students in vocabulary learning because this technique associates words with its contextual meanings and requires students to learn the words through text, sentences and sentence making practice in order to store the words that they have already learnt in their long term memory and know how to use the words in context appropriately.

C. The Problem of Study

The problem of this study can be formulated in the form of question as follows: Is contextual vocabulary teaching technique effective

in teaching vocabulary for the Eight grade students of SMP N 2 sumbang in academic year 2011/2012?

D. The Aim of Research

The aim of this research is to know whether or not contextual vocabulary teaching technique is effective in teaching vocabulary for the Eight grade students of SMP N 2 sumbang in academic year 2011/2012?

E. The Clarification of Term

1. Vocabulary

Vocabulary means the words that people use when they are talking about a particular subject (Hornby, 2000:1506).

2. Contextual Vocabulary Teaching Technique

Contextual Teaching Technique is defined as a technique of learning words by presenting them in texts or sentences and by sentence making practice (Oxford and Croocal, as cited in Saeed Mehrpour 2008: 193).

F. Research Contribution

The result of this research is expected to give some contribution both to teachers and students.

1. Teachers

- a. This research can give useful information to English teachers about contextual vocabulary teaching technique, so they can apply it in daily teaching learning process.
- b. This research can help them consider the most effective vocabulary teaching technique to make better result in vocabulary teaching.

2. Students

- a. They can learn vocabulary more effectively with the new finding of vocabulary learning technique in this study.
- b. They will be more motivated to extend the numbers of their English words.