

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background of the Research**

In learning a language, vocabulary is one of the crucial aspects which have to be considered by teachers. Vocabulary has an important role for students in mastering a language. Unfortunately, there seem to be not many language teachers putting vocabulary in the first position to be mastered. They tend to be more focused on teaching grammar rather than vocabulary as a part that learners should be mastered first. From the researcher's observation, while she was doing the teaching orientation program or Pengenalan Lingkungan Persekolahan (PLP) process at SMP N 11 Kota Jambi, she found that the teacher was more focuses on teaching grammar to students rather than vocabulary. At that time the researcher found that there was no separate section that the teacher could use to talk about new vocabulary to the students. Vocabulary is one of the knowledge areas in language which plays a significant role for learners in acquiring a language because it is one element that links to the four skills (Nguyen & Khuat, 2003). Mastering as much as possible vocabulary helps the students in accepting information effectively based on what they hear or read. Not only accepting but having so much vocabulary also can help them in delivering their thought, feelings, and opinion spoken or written easily.

Regardless of the importance of vocabulary in learning a language, unfortunately, there is no specific time for teachers to teach vocabulary in their

classes. Therefore, English teachers have to be skillful in choosing appropriate techniques which will be applied in the class. The teacher can use visual techniques by using pictures, flashcards, realia, or other media to teach vocabulary in the class. The teacher can also use verbal techniques such as using synonymy, contrasts, and opposites, translation. Not only that to increase students' vocabulary, but the teacher can also use dictionaries, ask others, etc.

Based on experience when the researcher was doing a teaching orientation program or Pengenalan Lingkungan Persekolahan (PLP) process, she observed students' capacity in using English vocabulary. From that observation, the researcher found that there were only some students who were active in the English online class and the other students seem confused to utter some words, and they ended up saying those words in Indonesian. The researcher also found that when the teacher explained something with simple instructions, some students did not understand. In the end, the teacher explained the instruction again in Indonesian. Here the researcher could see that the students need to increase their vocabulary. From that problem, the researcher was curious about the teachers' ways in teaching vocabulary. Starting from that curiosity, it leads the researcher to know more from the students' perspective about their feelings related to the activities given. Knowing students' feelings from their perspective in the learning process is very important things to know because every teaching technique or activity that the teacher gives in the class has a very huge impact on student's interest and motivation in teaching and learning. The more students are interested and enjoy the class, it will make the teaching and learning of a language process more effective. That is the researcher's reason to conduct this

study about “Students’ Perspective on their Teachers’ ways in teaching Vocabulary at One State Junior High School in Kota Jambi”

## **1.2 Research Questions**

This research is intended to answer:

1. What kinds of activity did teachers give to the students in teaching vocabulary?
2. Based on the students’ experiences, how did their teachers teach vocabulary?
3. How did the students feel about the activities?

## **1.3 Objective of The Research**

This research is conducted to find out:

1. To find out kinds of activity that the teachers give to the students in teaching vocabulary.
2. To know how their teachers teach vocabulary based on the student’s experience.
3. To find out the students feel about the activities given by the teachers.

## **1.4 Limitation of The Research**

This research is limited to discussing the kinds of activities that teachers give in teaching vocabulary based on students’ experience, how teachers teach vocabulary, and also students’ perspectives related to those activities. In this research, the participant will be from one of the junior high schools in Jambi, SMP N 11 Kota Jambi. This study will be conducted in a qualitative design and the data will be collected through interviews and observation.

### **1.5 Significance of the Research**

This research hopefully can help English teachers to evaluate and maximize the vocabulary teaching ways that the teachers have used in the class. Not only that, this research hopefully can help the teachers to know more about other interesting vocabulary teaching ways for the students, so the teachers can use the result of this research as references that can be applied in the class. Therefore, this research also expectedly can be beneficial for English education study programs to prepare the next English teacher candidates by giving information about activities that they can use in teaching vocabulary to junior high school students and knowing the advantages and disadvantages of that activities so they can optimize it. And the last, this research hopefully can be useful for the next researcher who wants to conduct the same or related topic with this study.