

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is a foreign language in Indonesia. In this country, many people learn English through formal and non-formal institution. As widely known, the importance of learning English is to help people communicate with other people from another country. English also helps Indonesian people to promote the country to the world. There are so many posters, TV program, public space, and in tourism provide English subtitle. However, although English has been taught since pre-school in Indonesia many people think English is difficult and complicated.

There are three language components in English, namely vocabulary, pronunciation and grammar. As one of the components of language, vocabulary plays an important role in developing language skills. Without knowing sufficient vocabulary students will not understand tasks instructions and as a result, they will be stuck. Hulstijn and Laufer (2001) states that the need for a word is important, such as needing to know a particular word in order to understand a passage. However, in order to understand a passage someone need to know the meaning of each words in a passage. If they do not know the words they cannot express their thoughts well to other people and they cannot understand what other people say about that passage. Nowadays, vocabulary becomes one of the main concerns of many teachers in helping

their students in learning English. From the facts above, it can be concluded that vocabulary is important for students especially EFL ones.

Unlike English in primary schools in Indonesia that is considered an extra curricula lesson, English in junior high school is one of the main subjects. However, the 1st graders of junior high school still have difficulties understanding and memorizing vocabulary that affect them when they have to speak with other people, listen to a text, reading textbooks, and writing a text.

The weaknesses in memorizing vocabulary might happen because many of the students, who are still around 12 or 13 years old still like to play and may have limited exposure to English outside the class. Another reason that influences the lack in understanding and memorizing the vocabulary might be on the teacher's technique in teaching. Several teachers teach English subject using their native language, so that the student's vocabulary mastery does not increase. Some teachers teach their students vocabulary only by giving the equivalents of the vocabulary in their native language. One of the common techniques that is used is giving the meaning of the vocabulary directly to the students without giving time for them to understand and memorize the vocabulary. These problems influence their vocabulary mastery.

The writer's experience approves those reasons. When the writer did her teaching as private teacher, the writer asked her student the past form of go and walk, the difference between long and short. The student who is in the 1st grade of junior high school cannot answer it. The writer asked why he could not answer that question. The student said that he never heard that word

before. Her student is a gamer many people say that a gamer has good vocabulary mastery, but fact says different. This makes the writer interested in investigating the effect of using repetition in teaching vocabulary for 1st grade of junior high school.

1.2 Statements of the Problems

In line with the background of the study, the study is conducted in order to answer the following question:

What is the effect of using repetition technique in teaching vocabulary on the vocabulary mastery of 1st graders of junior high school?

1.3 Objective of the Study

The objective of the study is as follows:

To find out the effect of using repetition technique on the vocabulary mastery of 1st graders of junior high school.

1.4 Delimitation of the Study

The writer limits this study by the following limitation:

The subjects of this research are the 1st graders of junior high school in Surabaya. The researcher will take one class of the 1st grade, which consists of around 30 students.

1.5 Theoretical Framework

According to Skinner, B. F (1953) children learn their first speech or language through operant process, which means that language is an activity that a child acquires voluntarily without any external pressure. They learn language by their own free will without any pressure. According to the expert, the whole process is based upon four elements. First is stimulus, second is response, third is reinforcement, and the fourth is repetition.

1.6 Research Hypothesis

1.6.1 Null Hypothesis (H_0) :

There is no significant difference between the students' vocabulary achievement before and after being taught using repetition technique.

1.6.2 Alternative Hypothesis (H_a) :

There is a significant difference between the students' vocabulary achievement before and after being taught using repetition technique.

1.7 Significance of the study

This study is expected to be beneficial for English teachers in teaching vocabulary to their students. More specifically, it is expected that they will be able to help students learn vocabulary more effectively.

1.8 Definition of the Key terms

In order to clarify the terms used in study, the writer finds it necessary to define the following key terms:

Vocabulary Vocabulary is words that all people use for communicating or understanding something. Langan (1998:300) stated that vocabulary is significant part of an effective communication. A command of plenty words will make better speaker, reader, listener, and writer. In this research, the target is all words that related with describing things or places and classroom activity.

Repetition In this research, repetition has a special meaning. It is not simply repeating certain words again and again. Repetition in this study is repeating a “new” word in different positions within different contexts (sentences). For example, the teacher says “A table is a piece of furniture with which you can study or do your homework. You can also put your books, stationary, and also a lamp on a table. There is a table in someone’s room, in offices, and in the classroom.” Those three sentences are not spoken at once in three occasions along the teaching and learning process.