

CHAPTER I

INTRODUCTION

Introduction consist of background of the study, problem of the study, limitation of the study, assumption of the study, objective of the study, significance of the study, operational definition, variable of the study and the framework of the discussion.

A. Background of the Study

Every day all people need to communicate with each other. When they communicated with each other, surely they use a language. It is spoken or written form. Language was intimately tied to man's feeling and activity. It was bound up with nationality, religion, and the feeling of self. It used for work, worship, and play by everyone, be beggar or banker, savage or civilized.¹

English as an international language spoke all over the world. In the global era, English took an important role as communication language used in many sector of life, such as trading, bilateral relationship, politic, science, technology and many others. People should understand and master English in order to gain broader knowledge, information and technology.

In Indonesia English had taught from the elementary school up to the University. The teaching learning process of a language can't be separated from the curriculum or syllabus. Based on curriculum, the purposes of teaching English in Indonesia was "students can master the four skills (reading, writing,

¹ Robert Lado, language Teaching A Scientific Approach (New Delhi : McGraw Hill Publishing Co.Ltd, 1964),p.11

listening, speaking)”. But, in many fields most people/student did not to state their ideas and opinion well since they not accustomed to speaking, feeling shy, hesitation and fear to make mistakes. Commonly, it was caused by the limited vocabulary.

Vocabulary was the important thing for students in the process of acquiring, learning, mastering, and using the language they learn, “vocabulary was one of the most important aspects for foreign language”.² A good vocabulary was a vital part of effective communication. A command of many words will make us a better speaker, listener, reader and writer. The primary method of communication between people was words. Words many be use of right words, communication will break down.

But, vocabulary had been neglected in programs for teacher during much of the twentieth century. Meanwhile, in recent years, the teaching of vocabulary has assumed its rightful place as a fundamentally important aspect of language development. Vocabulary was to be the main attention in teaching English.

Moreover, there were some researchers regarding that vocabulary more important than grammar. Among them was McCarthy in this book stated “no matter how well the student learns grammar, no matter how successfully the

² Richards, Jack, C, & S. Rodgers, Theodore, Approach and Methods in language Teaching, Cambridge: Cambridge: Cambridge University press, 2001.p.20

sounds of L2 just cannot happen in any meaningful way.³ So the first that to be master in learning English was vocabulary.

Nevertheless, to communicate in foreign language, especially in English write or speak fluently should master grammar too. Grammar and vocabulary were the coin side. They did not be separated from each other. Because both of them basic element of language. The opinion and the feeling were not able to be apply well without grammar and vocabulary. Related to that matter, Jeremy harmer quoted from David Wilkins “Without grammar, very little can be conveyed, without vocabulary nothing can be conveyed”.⁴

Contextual Teaching and Learning was a conception of teaching and learning that help teacher relate subject matter content to real word situations and motivates students’ to make connections between knowledge, to their lives as family members, citizens, and workers, and engage in the hard work that learning requires.⁵ The Contextual Teaching and Learning initiative was a work in progress. In addition, they continued to research ways to organize the many bodies of knowledge that address various aspects of teaching and learning. The first recent project sponsored by Office of Vocational and Adult Education, U.S. Department of Education was conducted at The Ohio States University in

³ Norbert Schmitt And Michael Mccarthy, *Vocabulary: Description, Acquisition And Pedagogy* (New York : Cambridge University Press), p.140.

⁴ David Wilkins, Jereny Harmer, *How To Teach Vocabulary* (London :Nlongman. Co. Ltd, 2002), P.13

⁵ Clemente Charles Hudson, &Vesta R. Whisler, ‘Contextual Teaching and Learning, Adult and Caroor Education, Valdosa State University, Vol. 6 No. 4, p/54

partnership with Bowling Green State University.⁶ So that the Contextual Teaching and Learning is one of the good strategy to learning vocabularies it can be easy to remember vocabularies by using Contextual Teaching and Learning.

Contextual Teaching and Learning was described by identifying its characteristics. These attributed include it was interdisciplinary and contextual nature, approaches used to implement it, factors that adders individual needs of students, and the teacher role.⁷ Teacher had a significant role on the developing students' competence. Students active on language learning process when lesson that they learned appropriate to the real condition. In this case, did not mean that the method used by the supervisor is not effective, but writer was trying to offer a method that was expected to able to improve students' vocabulary more significant or more influence student' vocabulary mastery. So, they communicated better.

Based on that background, the writer interested in a research entitle:
“The Effectiveness of Teaching Vocabulary Mastery By Contextual Teaching and Learning at Tenth Grade students of SMA Muhammadiyah 1 Palangka Raya”

⁶Robert G. Berns& Patricia m. Erickson, 'The highlight Zone Research work'. Contextual Teaching and learning: Preparing students for New Economy, No.5, 2001, p.2

⁷ ibid

B. Problem of the Study

The problem of the study was briefly stated as follows:

“Is there significant effect of Teaching on students’ Vocabulary Mastery By Contextual Teaching and Learning (CTL) in SMA Muhammadiyah 1 Palangka Raya?”

C. Objective of the Study

In general, this study aimed at measuring the effect of Teaching on students’ Vocabulary Mastery By Contextual Teaching and Learning (CTL) at SMA Muhammadiyah 1 Palangka Raya.

D. Limitation of the Study

This research focused on the teaching vocabulary. In this unit should be able to (announcement, advertisement, invitation, short message”) at tenth grade of SMA Muhammadiyah 1 Palangka Raya at the second semester 2016/2017 academic year. The scope this study was to investigate the effect of material, especially the effect of contextual teaching and learning in learning vocabulary. To make it deeper, the study limited the students’ ability improvement in vocabulary mastery through contextual teaching and learning. The writer choosed text type of announcement, advertisement, invitation and shot message for avoiding the deviation from the topic. The material was relevant based on Competence Standard and Basic Competence which include in KTSP (school Based Curriculum) as curriculum used by this school.

E. Assumption of the Study.

There were two assumptions in this study, they were:

1. Contextual teaching and learning was a system that stimulates the brain to weave patterns that express meaning.
2. Vocabulary was a list of words and phrases, abbreviation inflectional form, arranged in alphabetical order defined or otherwise identified as in dictionary or glossary.

F. Significances of the Study

The study had two significances. The first was theoretical significance and the second was practical significance. The theoretical significance was the significance that to increase students' knowledge. And the practical significance was the significance that to solve the problems of the object of research.

After the result of the study was found, the expectations are students' can increase their vocabulary mastery in conversation every day. Practical significance for teacher gave contribution about effectiveness of using Contextual Teaching and Learning toward students' mastering vocabulary. Generally, the result of the study was the tool of measurer to evaluation students' developing in process vocabulary mastery. This process found the students' problem in using words to communication.

G. Definition of Key Term

To make readers have the same perception for some terms used in this study, so the following definitions need, they are:

1. Teaching was superior job, was the demanding job, among the demanding tasks was modifying the approaches, syllabus, techniques,

and exercises to adopt and maximize the learning of class as well as of most of its individual members.

2. Vocabulary defined as “the words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)”.
3. Contextual teaching and learning was a conception of teaching and learning that help teacher relate subject matter content to real world situation; and motivates students to make connection between knowledge and its applications to their lives as family members, citizens, and workers and engage in the hard work that learning requires.⁸ In the study, contextual Teaching and Learning means the approach that applied to teach vocabulary in Muhammadiyah 1 Palangkaraya.
3. Vocabulary Mastery, according to Bintz, vocabulary was the words we must know to communicate effectively. Vocabulary mastery understand that the words used in communication and people will produce and receipt vocabulary in communication. In this study, vocabulary mastery meant that vocabulary had master by students and they can connect the the vocabulary and real world.

⁸ Robert G.Berns& Patricia M. Erickson,op.,cit,p3

H. Hypothesis of the Study

Hypothesis was a tentative proposition suggestion as a solution to a problem, a statement of the research's expectations about the relationship among the variables of study. The hypothesis of the study was:

Ha: There was significance effect of CTL on vocabulary mastery at tenth graders of SMA Muhammadiyah 1 Palangka Raya.

Ho: There was no significance effect of CTL on vocabulary mastery at tenth graders of SMA Muhammadiyah 1 Palangka Raya.

I. Variable of the Study

Variable was the objects of the study which indicate variations.⁹ There were two variables in the study, as follow:

1. The first variable of the study was by contextual teaching and learning. It was independent variable (X).
2. The second variable of the study was the student's vocabulary score who involve in this study. It was dependent variable (Y).

J. Framework of Discussion

The frameworks of the discussion of the study as followed:

Chapter I : Introduction consists of background of the study, problem of the study, objective of the study, limitation of the study, assumption of the study, significance of the study, definition of key term, hypothesis of the study, variable of the study, and the framework of the discussion.

⁹ Sutrisno Hadi, *Metodologi Research*, (Yogyakarta : Graha Ilmu, 2004), p. 250.

- Chapter II : Review of related literature includes some points, they are: previous study definition of vocabulary, the kinds of vocabulary, and the problems in teaching vocabulary. This chapter also concerned with the meaning of Contextual Teaching and Learning, and definition of pre-experimental.
- Chapter III : This chapter presents the description of the research method used in the study. It consisted the research design, place and time of the research, population and sample, instrumentation, technique of collecting the data and technique of data analysis.
- Chapter IV : Result of the study consisted of description of the data, result of data analysis and discussion.
- Chapter V : Closure consisted of the conclusion and suggestion.