

CHAPTER I

INTRODUCTION

This chapter discusses background of the study, scope of research, statement of the problem, hypothesis the research, objective of the research, and significance of the research.

A. Background of the Study

In recent years, English as a foreign language has been learned by Indonesian learners since they were in Elementary School. At the elementary school, English is taught as local content subject. The importance of English as the key to the international communication and commerce makes it compulsory subject for students from the Junior High School up to the Senior High School.

English vocabulary is one of the elements in teaching English at the elementary school. Vocabulary is the basic competence that must be reached by students in order to get other competencies like reading, writing, listening, and speaking. It is difficult to master the other competences without mastering and understanding the vocabulary. Rivers in Nunan (1991: 117) argues that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication. In the field of education, including English education in Indonesia, our education is still dominated by the view that knowledge is a set of facts which have to be memorized. Teaching learning process focuses on teacher as prominent source of knowledge. As a result, students have problems to understand academic concepts as what they usually get is

something abstract and lecture method. Many students can serve good level of memorization of teaching material but in the end of teaching learning process they actually do not understand it at all. Actually memorization of teaching materials lasts for a short time in their memory and knowledge is not sets of facts which have to be memorized. Zahorik (1995) in DEPDIKNAS (2003) states:

“ Knowledge is constructed by humans. Knowledge is not a set of facts, concepts, or laws waiting to be discovered. It is not something that exists independent of knower. Humans create or construct knowledge as they attempt to bring meaning to their experience. Everything that we know, we have made. Based on this opinion, learning process which focuses on the teacher is no longer suitable. It is because our brain is continuously finding meaning and saving meaningful cases, and learning process has to involve students in finding meaning. Teaching and learning process has to make it possible for the students to understand the meaning of their learning material.”

Students as the learning subject are the starting point in teaching and learning which measure the success of the teaching learning process. Teaching and learning can be successful when the students can directly feel the advantages of learning materials by experiencing and learning it. There are many other factors supporting teaching and learning process, such as the using of appropriate media, learning materials which support teaching learning process, class management, and teacher's ability and creativity in developing and managing learning process optimally.

When the teaching and learning process takes place, problems would appear to the teacher. They have problems of how to teach them in order to gain satisfying result. The teacher should prepare and find out the appropriate techniques which are implemented to the students. A good teacher should prepare himself or herself with

various and up-to-date techniques and mastering the material in order to be understood by students, and make children interested and happy

Based on the pre-observation done by the writer in the second year of SMK Negeri 5 Halmahera Barat, teaching English as a foreign language in Indonesian high school faces many serious challenges. The problems are the students find it difficult to read, understand the meaning and pronounce English words. Some factors can cause these problems, such as: (1) the way English words are written differ from the way the words are pronounced; (2) the rare use of the English language; (3) the lack of understanding of the teacher about who the children are; (4) rarely memorize vocabulary

An appropriate method for teaching English for children is very important because appropriate method determines the result of teaching vocabulary, that is, improving student's vocabulary mastery. There are many methods that are appropriate in teaching English such as task based learning, experiential learning, Contextual Teaching and Learning, etc.

Contextual teaching and learning involves students totally in learning process. Students are motivated to be active to study the materials of learning suitable with the topic. CTL emphasizes on the process of students' involvement in order to be able to find the materials they will learn and connect it with the real situation, so it will motivate the students to apply what they learn in their daily lives. Learning in CTL is not just listening and take notes but learning is direct experiencing process. By that experience, it is hoped that students' development can happen; they do not only develop cognitive aspect, but also affective and psychomotor aspects. By using CTL,

it is hoped that the students find the learning materials directly (not given by the teacher).

B. Scope of the Research

This research focuses on improving students' Vocabulary about Music is Fun For Learning English and Television for social construction by using Contextual Teaching and learning (CTL) At SMK Negeri 5 Halmahera Barat.

C. Statement of the Problem

Does the implementation of contextual teaching and learning significantly improve the students' vocabulary of the Second year students of SMK Negeri 5 Halmahera Barat?

D. Hypothesis

H_1 = There is a significance improvement of students vocabulary before and after presenting vocabulary materials by Contextual Teaching and Learning (CTL).

H_0 = There is no significance improvement of students vocabulary before and after presenting vocabulary materials by Contextual Teaching and Learning (CTL).

E. The Objective of the Research

This study has some objectives which include:

To improve the students' vocabulary at the second year students of SMK Negeri 5 Halmahera Barat. Academic year 2019/2020 by using Contextual Teaching and Learning (CTL).

F. Significance of the Research

The results of the research is expected to useful guide for the english teacher at SMK Negeri 5 Halmahera Barat, improving students' Vocabulary in this research.

a. Theoretical Significance

This research is expected to be previous references for the next research to innovate much better than now and also to be English teachers' references in teaching English Vocabulary.

b. Practical Significance

This research will be applied by English teacher in teaching English subject especially vocabulary in order to make students easily understand about what they memorizes.



