

# CHAPTER I

## INTRODUCTION

### A. Background of Study

In Indonesia, many people learn English. All of formal institutions in Indonesia, from elementary up to university, have taught English to their students. The purpose is to make students are able to communicate in English in certain literation level. According to Wells as quoted in book *Standar Isi Untuk Satuan Pendidikan Dasar dan Menengah*, there are four literation levels, they are *performative*, *functional*, *informational*, and *epistemic*. In *performative* level, the students master the base skill of languange, they are able to read, write, listen and and speak using the symbols of the language. In *functional* level, the students are able to use the language to fulfil their daily life need, they can communicate to their friends in English, read news paper, manual, or procedure. In *informational* level, the students are able to access knowledge using their language ability, while in *epistemic* level, the students are able to express the knowledge in target language<sup>1</sup>.

For junior high school level, the main objective of English teaching and learning process is making students achieve the functional level, where the students are expected to be able to use English for their daily conversation. Of

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<sup>1</sup> BNSP.*Standar Isi Untuk Satuan Pendidikan Dasar dan Menengah*.(Jakarta: Badan Standar Nasional Pendidikan, 2006)123

course, to fulfill this purpose, the students must be able to communicate in English. In fact, there are many students are still unable to communicate in English well. Moreover, based on researcher preliminary research, many students of year eight of some junior high schools in Sumenep do not know the kinds of subjects. This shows us that they have limited vocabulary. They get difficulty to communicate because they do not know how to convey the idea in their mind in English.

In other side, after researcher had a preliminary research, the teaching of English in many institutions, especially in Sumenep, is only based on the coursebook which often does not related to the students life. While students will speak everything related to their daily life. Steven A Stahl as quoted in Elfrieda said that in large extent, the words we know and we use is who we are<sup>2</sup>. The most words used by a doctor is about health; the most words used by a farmer that live in a village is about farming in village; and the most words used by a student that lives in village is the words relate to school in village.

So, using material taken from students' daily life or based on students' daily life might have advantaged in increasing English vocabulary, in which it will improve the students' ability in English. Because, at least, they will use and or experience the words in their daily life. This might be a reinforcement to remember and practice their English vocabulary. This is also appropriate with

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<sup>2</sup> Elfrieda H. Hiebert, Michael L. Kamil (editor). *Teaching And Learning Vocabulary*. (London : Lawrence Erlbaum Associates. 2005), 95

Indonesian curriculum today, the School Based Curriculum, that require teacher to be able to develop the English materials based on students need.

Daily life here is the daily life of the students; the culture, value, belief, and or norm that students include in it. It does not only concern to one aspect of culture, but something that has strong relation to the students life such as the profession of the majority of the people in the area, the religion, and local wisdom.

Teaching vocabulary based on the students daily life here does not mean teaching English culturized to the students culture. But here, English is taught as English it self because teaching a language can not be separated from teaching its culture. The thing that researcher mean here is teaching English vocabulary based on students daily need of the vocabulary for their daily conversation. The need here is based on the students' daily life. If the students are farmer, Muslim, and villager, then the vocabulary they need is the vocabulary related to farming, Islam, and life in village.

In simpler explanation, daily life based learning is students learn their daily vocabulary. It means that the vocabulary that teacher will teach is taken from the vocabulary that students use in their daily life. The teacher can get the vocabulary by analyzing the daily activity of the students and grouping the vocabulary that they use in the activities.

The writer does this research at SMP Al-Ghazali, in Sumenep Regency. SMP Al-Ghazali is a school that pays attention to education and moral. It educates students to have good capability in knowledge and religion. Some students'

organization that it has, such as Math Club, Science Club, Arabic Club, and Computer Education and Training Center become the proof of it and the students of this school are required to stay in boarding house of Al-Ghazali, which automatically they must participate in Al-Ghazali Boarding House programs which concern to religion knowledge and practical development. SMP Al-Ghazali also has Religious School which become a must for students to study in it.

SMP AL-Ghazali also has English Intensive Program. The students should have good skill, at least to communicate, in English. However, based on researcher preliminary research, the students get difficulty to communicate in English. In addition, the teacher of this school still uses traditional textbook-based teaching. The materials, including the vocabulary that he teaches, are taken from the coursebook. It is acceptable, because he only teaches what in the coursebook such as the conversation in the coursebook, the exercise, the reading material and or the grammar.

Also, because the students stay in one boarding house, this will help researcher to observe their daily life easily. This condition also will ease researcher to observe their activities in practicing their English in their daily life.

Teaching vocabulary through their daily life based learning might be a good way to develop the students, vocabulary mastery. This is inline with Scott Thornburry statement in his book *How to teach Vocabulary*, that one of teaching vocabulary technique is labeling. It is mapping the word to a concept. In the same

book, he also states that on of way vocabulary remembered is through repetition<sup>3</sup>. This repetition will reinforce the vocabulary in students' memory. Therefore, daily life-based learning can be used to implement labeling and repetition in teaching vocabulary. Daily life based learning will give students an opportunity o repeat the daily vocabulary. In other side, students also will be able to connect directly the words to the concept because they experience the concept in their daily life and this will help students to understand the word easily and deeply. Finally, it will develop the students' vocabulary mastery.

The focus of this research is to find whether daily life-based learning can develop students' vocabulary mastery or not. In other word, this research talks about developing the students' vocabulary mastery by daily life-based learning.

## **B. Statement of Problem**

“Can daily life based-learning develop students' vocabulary mastery at grade seven of SMP Al-Ghazali, Batang Batang, Sumenep?”

## **C. Objective of study**

The objective of study is finding an appropriate way to develop students' vocabulary mastery using material taken from students' daily life at grade seven of SMP Al-Ghazali, Batang Batang, Sumenep. This research may help teachers or school to develop their English materials that is more suitable to the students' life.

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<sup>3</sup> Scott Thornburry. *How to teach Vocabulary*. (England : Longman, 2004), 24

#### **D. Significance of study**

Researcher expects this research will give benefit, at least, such below

a. For teacher

- It might give meaningful information for English teacher in developing their skill in English teaching.

b. For knowledge field

- It might become another literature in teaching English vocabulary field.

c. For Students

- This research is expected give students more motivation and information to learn English more using their daily life.

#### **E. Limitation of Problem**

It is limited to the teachers' way to develop students' vocabulary mastery through their daily life – based learning and to students of SMP AL-Ghazali Sumenep on grade VII (seven). The researcher takes the students at grade VII because the students have not participated in English Intensive Program yet and they do lack of English skill. This will help researcher to ensure that the vocabularies they have get are resulted from this technique because they have no these vocabularies before.

## **F. Definition of Key Term**

### 1. Daily life based learning.

According to Oxford dictionary, daily life is the activities and experiences that constitute a person's normal existence<sup>4</sup>. While in Macmillan online dictionary, daily life is explained as all the things that happen or that you do regularly<sup>5</sup>. Then, daily life based learning is the learning model which takes the learning material from students' daily life. Here, the material used in this research is the vocabulary taken from the vocabulary that students' use in their daily life.

### 2. Vocabulary mastery.

According to Oxford dictionary, vocabulary is a list of words in a particular language with their meanings<sup>6</sup>. Like the definition from the Oxford Dictionary, the vocabulary researcher means here is the list of words in English. In addition, mastery is knowledge and skill that allows you to do, use, or understand something very well<sup>7</sup>. So, vocabulary mastery is knowing and understanding vocabulary well. According to Scott Thornbury, knowing word means knowing:

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<sup>4</sup> <http://oxforddictionaries.com/definition/english/daily>

<sup>5</sup> <http://www.macmillandictionary.com/dictionary/british/daily-life>

<sup>6</sup> A.S. Hornby. Oxford Advanced Learner's Dictionary of Current English (5th Edition). (Oxford: Oxford University Press, 1995), 1331

<sup>7</sup> <http://www.learnersdictionary.com/search/mastery>

- a. The word's form
- b. The word's meaning
- c. Any connotation the word might have
- d. Whether the word is specific to a certain register or style
- e. The word's grammatical characteristics
- f. The word's common collocation
- g. The word's derivations
- h. The word's relative frequency<sup>8</sup>

However, researcher only takes point (a) and (b) as the indicators of the good vocabulary mastery here, because it is easier for students in Junior High School level. Therefore, vocabulary mastery here is knowing the form and the meaning of vocabulary.

### **G. Thesis Organization**

The organization of research paper is given to make readers understand the content of the paper as follows.

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<sup>8</sup> Scott Thornburry. *How to teach Vocabulary*. (England : Longman, 2004), 130



The first chapter is the introduction. It consists of background of the study, statement of problems, objectives of the study, significance of the study, limitation of the study, definition of key terms, and research proposal organization.

The second chapter is review of related literature. It consists of previous study and underlying theory. The underlying theory consists of the definition of vocabulary, vocabulary and language skill, vocabulary learning and teaching, Contextual Teaching and Learning, and the relationship between students daily life and vocabulary learning.

The third chapter is the research method. It consists of type of research design, setting and subject of the study, data and source of data, research procedure, success criteria, research instrument and research schedule.

.The fourth chapter is the data analysis. It consists of the implementation teaching and learning process, the finding of the research, and discussion of the research.

And the last chapter is conclusion and suggestion. It consists of the conclusion the research and the suggestion.