

# CHAPTER I

## INTRODUCITON

This chapter presents background of the research, problem of the research, objective of the research, operational definition, significance of the research, and scope of the research. They will be presented respectively.

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

In the junior school, teaching English covers four skills namely listening, speaking, reading and writing. The four skills are supported by the learning of language elements. They are structure, vocabulary, pronunciation, and spelling. Therefore, vocabulary is one of important language elements the students should develop.

Vocabulary includes collection of words. The words are known not only as individual words, but also as a group of words that have meaning. To develop students' language skill in listening, speaking, reading and writing, the learners must have some degree of vocabulary. Coady and Huckin (1997: 5) state that vocabulary is central to language and critical importance to the typical language learner. Vocabulary is the most essential language component that is important to be mastered.

In the reality, teaching English to the junior high school student is not easy. There are many problems occur during the teaching and learning process. The lack of English vocabulary, memorizing the meaning of the words and the lack of teaching techniques variation in teaching English vocabulary. To increase

the students' vocabulary teacher should create various teaching techniques. According to Davies (1996:8), English teachers should try to vary the teaching to make the students active in learning English. The teacher can use teaching aid to give different atmosphere to classroom situation that make the students love and enjoy the teaching process. There are kind of visual aids; they are real objects, flash card, picture and chart, etc (Doff, 1993:30). One of the charts that can be given by the teacher to interest the students to study English especially to improve their vocabulary is pocket chart. They are visually important in foreign language learning especially English because they simulate the sense of sight.

The information was gained by interviewing the seventh grade English teacher at SMP PGRI Bangsalsari in academic year 2016/2017. The result of the interview were that most of the seventh grade students experienced short concentration in class, easily bored, and lost their interest in learning vocabulary. Most of the seventh grade students had difficulties in vocabulary mastery. Students' vocabulary is still low, especially in knowing the meaning and writing words or group of words correctly.

In this research, pocket chart is used as the teaching aids to help the teacher teach the students' vocabulary. This is based on the reason that pocket chart can bring some positive the values. First, the students more easily remember words because the pocket chart allows for the physical handling of word cards. By having pocket chart, the students can move the cards around and use them in different context. In line with this idea, that condition may let the students remember the words. The process remembering is a basic of learning language. Second, the pocket chart is more attractive in conjunction with other teaching

aids, such as: flannel board, magnet board and other various types of pictures. It makes the students interested in following the lesson.

This is because pocket chart give the students large experiences and interoperating their meaning are easier than that without using pocket chart. In addition, pocket chart needs not be confined to the whole classroom use since it can be used with small groups of students successfully (Yunus, 1981:32) as quoted in Yunita(2010). Therefore, pocket chart is one of the important instruments used in teaching learning process.

Based on the phenomenon above, pocket chart will be choose to increase students' vocabulary mastery because this media is still rare used in teaching and learning vocabulary. It will make the students interested in studying vocabulary because most of them like to play, such as a card.

Considering the above description, this classroom action research will be conducted. It is entitled "Improving the Seventh Grade Students' Vocabulary Mastery through Pocket Chart at SMP PGRI Bangsalsari in Academic Year 2016/2017".

## **1.2. Problem of the Research**

The problem of the research is: how can the use of the pocket chart improve students' vocabulary mastery of the Seventh grade students at SMP PGRI Bangsalsari in academic year 2016/2017?

### **1.3. Objective of the Research**

The objective of the research is to know how the use of pocket chart can improve students' vocabulary mastery of the Seventh grade students at SMP PGRI Bangsalsari in academic year 2016/2017.

### **1.4. Operational Definiton**

#### **1. Vocabulary Mastery**

In this research, vocabulary mastery means the students ability in understanding and using the vocabulary. Vocabulary mastery itself deals with word and meaning. The students are not only hoped to select with what words are suitable to be taught to the students. So the students will learn more easily. The vocabulary test materials cover nouns and verbs.

#### **2. Pocket Chart**

Pocket chart is a kind of teaching aids that is used in teaching and learning process where the students are asked to arrange the words cards to make good sentence. This research used cardboard pocket chart. Pocket chart in this research refers to a piece of supportive materials that was colorful made 115 cm long and 85 cm high with the pocket placed for holding the word cards.

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

For Practical Significance, the results of the research are expected to give input for the students' to improve their vocabulary mastery through from pocket chart.

### **1.6. Scope of the Research**

The scope of the research is focus on the using of pocket chart to improve students' vocabulary mastery and the limitation of this research is the seventh grade students of SMP PGRI Bangsalsari in academic year 2016/2017.

