

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Vocabulary is one of language features which are giving influence to the communicative competence. It is very important because every people must have vocabularies to make a string of sentence for delivering their ideas. According to oxford learner dictionary (2000), vocabulary defines as a list of words with definition or translation. In every language, this language feature must be develop and master by the user including English language. English language in Indonesia becomes a foreign language since it does not the mother tongue of Indonesian. They have problem in master and develop vocabularies. They studies English language both in the formal and informal institutions. However, the students are still lack of vocabularies because they have difficulty in remembering all the words. As the result, their communicative competences are also not progressing.

In teaching English language, the teachers find many difficulties to add vocabularies for developing the students' skill. Lynch and Anderson (2012:1) state that "most of people feel that our lackness of second language's vocabulary is an obstacle to have more effective communication and comprehension." Vocabulary can be seen as supplementary to the main purpose of language teaching, acquisition of grammatical knowledge about language. Vocabulary or word is important to give to the student something to add on learning structures, but is frequently not a main focus

for learning itself. Words are basic structure of language; in fact, survival level of communication can take quite comprehensibly when people simply are joining words together without any grammatical rules applied at all. Moreover, if someone is interested in being communicative, vocabularies are the first place should be developed.

Teaching English is one of solution to develop the vocabulary. Carter and Nunan (2001:42) explain the English teachers learn to ignore the significance of vocabulary in their teaching of speaking or communication performance. However, the used of suitable vocabulary can cancel out structural incorrectness. In recent year, many methodologists and linguist concern in vocabulary, learning stressing their importance in language teaching and reassessing some of the ways it is thought and learn. It means that a vocabulary has a very important task in the language teaching. As the objective of the language teaching is to develop students' skill: speaking, reading, listening and writing skills. The acquisition of meaning also influences the performance of students on English skills. On the other hand, the vocabulary can make the meaning acquisition easier. The students will achieve those four skills better if they have a lot list of vocabularies or have acquired more vocabulary items.

Unfortunately, many teachers keep teaching and learning process monotonously. Mostly, they speak formally in front of the class, give some explanations, reads some information from the books, show the materials, and the student keep watching, listening or taking a note. This situation creates the students have less participation in the class activities and do not have wide chance to call out

what they have learnt. Larsen and Freeman (2000:126) stated that games are important because they have certain feature in common with real communicative event. There will be a purpose to exchange. Beside that, the students will more interesting because they have a different way to study and to develop their English skills.

The use of media is to provide successful understanding and communication rather than on correctness of language. It can be make the students are more concentrated in practice as a drill and more importantly, they provide an opportunity for real communication and thus constitute a bridge between the classroom and the real world. The most useful place for presentation through practice to free communication of the lesson, as a chance for the students to use language and develop the skills including vocabularies. They can learn freely and they can also serve a diagnostic tool for the teacher who can note the areas of difficulty and take an appropriate remedial action. In this global era, teaching uses media such as computer is very common. The teacher can use Synonym and Antonym approach.

Based on the statement above, the researcher interested to conduct a research in seventh grade of SMP Nusa Bangsa who has poor achievement in vocabulary. It can be seen from the students' poor performance in English language skills. Poor mastery of vocabulary causes them to feel English learning hard and unattractive. This phenomenon can be seen from the condition that there are many Junior High School teachers who still deny the problem in presenting English lesson in the class. The English teachers should always be innovative by trying or using different

strategies and technique in teaching vocabularies. The use of media is one of technique that will help the students to develop and to add their vocabularies effectively.

In this study, the researcher tries to apply the use of synonym antonym approach in teaching English especially for improving the students' vocabularies. The researcher uses computer to make interaction such by playing movie, song, and showing text in teaching process. The media will make the students enjoy and focus. The researcher will give the students short movie, song and text. The teacher will give list of vocabularies and the student must find the synonymy or antonymy of those words. To improve the vocabularies rapidly, the student must translate the words into Bahasa Indonesia. It will make the students automatically knows the meaning of the word in Bahasa Indonesia. In addition, the students is not only improving their vocabulary, but also able to use dictionary appropriately. Because of that, the research is highly motivated in conducting a final project on improving the vocabulary mastery of the seventh grade students through search and translates the words in the puzzle at SMP Nusa Bangsa Mranggen.

1.2 Reason for Choosing Topic

The writer chooses "**The Use of Synonym-Antonym Approach to Improve Vocabulary Mastery of the Seventh Grade Students at SMP Nusa Bangsa Mranggen**" as the topic of this final project with the following reasons:

(1) Synonym antonym is an interesting approach. It allows pupils to get

entertainment and knowledge in the same time. Considering that they are still in junior high school development phase who naturally need fun learning atmosphere, media will give positive influence on learning result. Beside that, it is the transitional phase from an elementary student becomes a junior high school student.

- (2) Synonym antonym can maintain the students' attention and using media is a great way to keep them from being restless during periods where they have to sit still and wait for several minutes. But media is useful to teachers in many other ways as well. The students have to watch movie, listen song and read text to get the context. Further, they have to find the synonymy and the antonymy of the words. It will make them easier to improve the mastery of vocabulary.
- (3) Learning using media is a suitable way for the students to learn reading skills and improving their vocabularies. To make them improving rapidly, they have to find the meaning or translate the words into Bahasa Indonesia. It will make them directly knowing the meaning of the word. Beside that, the students will be able to use dictionary appropriately.

1.3 Statement of the Problem

The problem that will be discussed in this study is stated as follows:

Is the implementation of using synonym and antonym with synonym antonym approach in improving the students' competency in mastering English vocabulary?

1.4 Objective of the Study

In line with the statement of the problems, the objectives of the study are:

To describe implementation of synonym-antonym approach in improving students' competency in mastering English vocabulary.

1.5 Significance of the Study

The significance of this study of this research can be seen from both the theoretical and practical level as follow:

1. From theoretical point of view, it can be conducting pedagogical research. It is used for developing the theories of language teaching and learning process. So, it is hoped that this research will give contribution for teaching of EFL for Indonesian students.
2. From the practical level, the result of this study will be expected to give benefit for the students, teacher and another research, as follow:
 - a. For students: This study is hoped to help the students learn and improve vocabulary in a good way and enjoyable situation through media and translating the words.
 - b. For teachers: The result will provide them with more understanding of the effectiveness of teaching vocabulary through synonym-antonym approach.

- c. For other researcher: It can be used as a reference in doing similar study for getting better result.

1.6 Limitation of the Study

This study only focuses on the use of Synonym antonym approach and translating the words to improve students' ability in mastering English vocabulary at the seventh grade students of SMP Nusa Bangsa academic year 2016/2017. The limitation of the study is only to the implementation of using synonym antonym approach and translating the words in improving students' competency especially in mastering vocabulary. It describes the best technique in teaching vocabulary and improving the vocabulary competency of the students. Besides, the study limits in the result of the students' ability before and after treatment. It shows the effectiveness of the implementation of using synonym antonym approach and translating the words in improving students' ability in mastering English vocabulary.

1.7 Outline of the Study

To make ease the reader, this thesis is organized as follows:

Chapter I: Introduction, It consists of Background of the Study, Reason for Choosing the Topic, Statement of the Problem, Objective of the Study, Significance of the Study, Limitation of the Study and Outline of the Report.

Chapter II: Review of the related literature. It consists of English Language Acquisition, Vocabulary, Vocabulary Meaning, The Student Competency, Teaching Vocabulary, Synonym-antonym, and CALL Approach.

Chapter III: The Method of the Investigation. It consists of Research Design, Population and Sample, Instrument, Procedure of the Research and Teaching Materials.

Chapter IV: Discussion. This chapter consists of Data Analysis.

Chapter V: Conclusion and Suggestion. It embraces conclusion of the research and suggestion.