

CAPTHER 1

INTRODUCTION

This chapter contains the background of study, the formulation of research problems, the objectives of the study, the significances of the study, scope and limitation and the definition of the key terms.

A. Background of the Study

One of the differences between human and animal is the language they used. Human can communicate with each other using verbal language or oral, both in the stated and received information that cannot be done by an animal. Words which standing alone will not make a language because in the language, we need to weave those words so well that meaning is formed that good any way .

One of languages that is agreed to be the international language is English. English is used as a tool to communicate in order to access information other than as a means to foster relationships, share information and enjoy the aesthetics of language in British culture.

Therefore, the aims of English subjects are 1) to develop the ability to communicate in English, either verbally or written, which includes the ability to listen, speaking, reading, and writing, 2) to grow the awareness of the nature of language and the importance of English as one foreign language to become a major tool of learning, 3) to develop an understanding of the

interconnectedness and inter language and culture so that students expand cultural horizons have cross-cultural insights and engage in cultural diversity.

Then, we need comprehension and be able to communicate using the language. As has been said before, one of the basic things that are important to master in learning English is about the knowledge of vocabulary. In this case, the English language has the place as second language, which is where the first language is Indonesian.

Vocabulary is one of important components in teaching English beside other components, such as structure, pronunciation, intonation. Vocabulary has an important role because it appears in each language skills. If the students are weakness of the English vocabulary mastery, they will be difficult in communication, as like what they wanted although in speaking / writing. They cannot express perfectly what they convey at the moment they speak / write. Because they lack vocabulary in English language that form sentences are pronounced although in orally and in writing. We have to have an adequate vocabulary capital or the vehicle to communicate fluently¹

If it is a language of the body, the bones that make up the structure is the framework while the vocabulary is the meat that makes the body has the form. Thus one would not be able to communicate in the target language that is inadequate mastery of vocabulary. Most teaching vocabulary is in the schools. The results are not satisfying. Many complaints from English teacher

¹ Al kufashi. *the fair of vocabulary*. 1998

that their hard work in teaching is not balanced by a satisfactory vocabulary of student. One possible cause is a lack of appropriate teaching strategies.²

Based on the background and explanation above, the researcher is interested in writing thesis about increasing the students' English vocabulary mastery by the application of discussion approach, especially for first grade at MAN Kunir, Blitar. So in this study the researcher gives the title "*The Application of discussion approach to increase the students' English vocabulary mastery at the first grade of MAN Kunir*".

B. The Statements of Problem

Based on the background above, it is necessary to do a study on the process of the teaching vocabulary to the first grade of MAN Kunir in Blitar. The general question of this study is: How can the discussion approach increase the students' English vocabulary mastery at the first grade of MAN Kunir ?

C. The Objectives of the Study

Based on the problem statement above, the general purpose of this study is: To know how the application of discussion approach increase the students' English vocabulary mastery at the first grade of MAN Kunir.

² Harmec reremy. *The article of language*. 1991

D. The Significances of the Study

The result of this study is expected to give positive contribution for school and the result of this study. So they can use it as guidance for better learning process in the class.

First, the result for the school is giving the information about the teacher skills. In the teacher makes the learning variation to increase the students' English vocabulary mastery in application of discussion approach method.

Second, the result of this study is giving the information to the teacher about the situation of English class, giving the information to the teacher about the critical level of the students and readiness and as the material of evaluation for the teacher to increase the students' English vocabulary mastery in application of discussion approach.

E. Scope and Limitation

In this study, the researcher only explains about the application of discussion approach to increase the students' English vocabulary mastery. Researcher took the subject-the first grade of (students X c) MAN Kunir Blitar. This class consists of 38 students.

F. The Definition of the Key Terms

1. Application

Based on the Elli's statement in her book, she stated that the application was how the variable competence theory can be applied to the practice in theory language learning³. This definition is also suggested by the definition taken from oxford advance learner's dictionary. Application means the action or an instance of putting a theory, discovery, etc to practical use⁴.

2. Discussion approach

Discussion Approach is a process two involvement or more participants to interact with each other to exchange opinions and maintains mutual problem solving to obtain agreement among them.⁵

3. Vocabulary

Vocabulary is the total number of words in language, which an individual knows and those words are used as vehicle of the language to express ones though.⁶

³ Rod Ellis, *Classroom Second Language Development: A study of classroom interaction and language acquisition*, (England : pegamon press Ltd, 1984). P.25

⁴ AS Hornby, *oxford Advanced Learner's Dictionary*,(Oxford: Oxford UniversityPress,1995),p.48

⁵ Richard and rodger, *Approaches and Methods in language teachning*.(Australia: Cambridge University press, 1987) P.7.

⁶ Caroline T. Linse and David Nunan, *Practical English Language teaching young learners*(Singapore: McGraw-Hill ESL/ELT, 2006),P.121