

CHAPTER I

INTRODUCTION

1.1 Basic Consideration.

One of important components in learning a language is vocabulary. This is supported by Nunan (1999: 101) who states that vocabulary is more than lists of target language words. Then, Tarigan (1989:2) states that the language skill quality is depend on the quantity and quality of vocabulary that owned. As many as someone master vocabulary, it makes the bigger possibility in language skill. Based on the both definition, I can conclude that vocabulary is an important part to build up a language.

Based on the curriculum, teaching English vocabulary has been taught from Kindergarten. But, there are still many students can not develop their vocabulary in teaching and learning English in the classroom. Mastering vocabulary is very important for the students especially for Junior High School which is basic mastery to the future. Here students are taught regularly and systemically in realizing process. Students might even have receptive knowledge of a wider range of vocabulary, which means they can recognize the item and recognize its meaning. In addition, Harmer (1991: 159) states that teaching vocabulary is clearly more than just presenting new words. So the teacher is one of the factors who determine the success in reaching the purpose of teaching and learning vocabulary.

When I was in teaching practice 2 (PPL 2) at SMP Negeri 6 Gorontalo from November 2010 until March 2011, I found the students' problem in learning English, which their mastering of vocabulary was still low. It makes them were not focus on the material in learning process, and sometimes they looked lazy even looked had no motivation to study English. This was shown in teaching and learning process, there were only little students could give respond or participation in class. When I gave a task, most of them have the problem to do it. Then, when I saw their answer, all of their answer were same which caused they were cheating each other.

In addition when I interviewed the English Teacher on 26th February 2011, they explained that actually the students' knowledge about English especially vocabulary, they still low in mastering vocabulay. Most of them found difficulties to study English and specially respond the questions in classroom when learning English. Even, most of them could not understand the teacher instruction, except using Indonesia language. It was one of reasons that made them bored and had no motivation to study English. Beside that, I also interviewed some students. I asked them what their difficulties in learning English, they answered that they were not mastered of English vocabulary. And then, they also said that they felt difficult to speak English because they did not know how to arrange the Indonesian words into English.

To overcome the students' problem in mastering English vocabulary, a teacher should look for an alternative to solve the problem. One of a good way can be used by the teacher to enrich the students' English vocabulary is by using

Fruyer Model. Fruyer Model is a name of one of technique in teaching vocabulary. Fruyer Model is word categorization activities that help students to develop their understanding of concepts that they know or learning and distinguish that concept itself from others.

According to Kinberg (2007: 26) Fruyer Model is best useful for teaching vocabulary with describes complex context or vocabulary that may students know but they can not clearly define yet. Furthermore, Bishop et.al (2009: 128) states that Fruyer Model offers a formation for providing the simple definition of a word along related with characteristics, examples and non-examples. I point that Fruyer Model is a technique that give students the opportunity to understand a concept or word that help them in learning English which they can learn the characteristic, definition, example and non-example of a word by using Fruyer Model graphic.

I choose the Fruyer Model, because this technique can help the students to understand and remember the meaning of the word. Then, they can learn a new word by themselves. By using Fruyer Model technique, they also will be learn not only one word that they want to learn, but also they will learn the other words together. Beside that, the process of Fruyer Model can make students to encrease their ability of thinking. So, I point that students can study and enrich their mastery of vocabulary by using Fruyer Model because here they get the opportunity to learn and understand the word more than one word and then practice their ability of thinking.

Based on the reason and arguments above, I want to take a topic of research with the title “*The Application of Fruyer Model in Enriching Students’*”

English Vocabulary” (A research conducted at 8th grade of SMP Negeri 6 Gorontalo). My research was conducted at eight grade of SMP Negeri 6 Gorontalo because I found the problem in this school, especially at eighth grade when I was in teaching practice 2 (PPL 2).

1.2 Problem Statement

The problem of this research is can the Frayer Model enrich students’ English vocabulary?

1.3 The Scope and Delimitation of Study

This research is just focused on the application of Frayer Model in teaching students’ English vocabulary and I limited the research on noun and adjective to measure the students’ ability in mastering vocabulary. I choose noun and adjective because noun and adjective is a part of vocabulary, noun and adjective is often we find in the lesson material and then, the using of Frayer Model technique seems suitable on the noun and adjective.

1.4 Objective of Study

The objective of this research is to find out whether the application of Frayer Model can enrich students’ English vocabulary or not.

1.5 Significance of Study

I hope that this research will give some information which is needed to teachers and students will be meaningful. There are two kinds of benefit in this research: theoretical and practical.

- 1) Theoretically, this research is expected to give the advantage and to develop the knowledge of English generally and in teaching vocabulary

particularly, to the teacher trainee, and an English teacher at senior high school to enrich their knowledge in teaching vocabulary by using Frayer Model technique.

- 2) Practically, the result of the study will improve the teacher's comprehension about the implementation of Frayer Model in teaching vocabulary and help the students mastering vocabulary by using Frayer Model technique.

1.6 Reason for Choosing the Topic

There are some reasons for choosing the topic, they are:

- 1) Vocabulary is one of important element in learning language, especially in English language.
- 2) There are some students found difficulty in learning English because their vocabulary is still lack.
- 3) Frayer Model is one of a good choice that has benefits to help students enrich their English vocabulary.