

CHAPTER I INTRODUCTION

1.1. Background of the Study

As socialized person, human always move forward by following the globalization era. To combine their life, they need to interact with other people. One of media to interact is language. By language, we can communicate with other people. We can express what we are feeling and to appreciate arguments from interlocutors. Language has more misunderstanding in meaning from speaker, so as the speaker should be clear in order to be understood.

In Indonesia English is an international language. Most of Indonesian use English as a foreign language to make a good relationship to build well communication between Indonesian and people in different language. In this century, English starts to develop in all ages. English itself has been taught from elementary school up to the university level, and even now, it has been taught in pre-school as well. The method of teaching adjusted with the level of school to make students easy in understanding the meaning for each word. Considering the development of technology, English is learned by magazine, newspaper and the famous technology in 21st century is gadget, especially Smartphone.

Vocabulary is one of components of speaking, listening, reading and writing skill which becomes the first thing in learning language. Hiebert & Kamil (2005:1) state that one way of illustrating some of the challenges that readers can have with vocabulary is to provide a real-life example from instructional materials. Nunan (2005:3) said that for instance, a young adult learner may be able to produce sounds accurately with having much vocabulary. Stevens & McGuinn (2004:20) argue that while some of the vocabulary and expressive language is both inventive and mature. Therefore, vocabulary is the important part for students in learning English.

The most important thing which should be paid attention more by English teachers who would like to be successful in conveying the material is the use of appropriate technique. In order to make students interested in learning English and enjoying the teaching learning process, this thing should be applied in the classroom. If this way can be done well, the goal of teaching can be achieved easily.

However, students are interested in learning when their teacher shows something new which can wake up their interest in learning English in the classroom. Therefore, using the alternative technique is important in order to make Junior High Schools' students feel enjoy in learning English.

One of good techniques in teaching English is Name Poems Technique. Hynley (2007:12) Poetry or Poem existed as an oral art long before written cultures emerged, and the classical canons of memory and delivery can help connect student writers to that great tradition. In a discussion of the role of these canons in classical rhetoric, poetry or poem is a channel of communication that is used to achieve a range of social purposes. Poetry expresses feelings and reflections on experience, people and events. Poetry is an aesthetic experience that works mainly through our emotions, sensory experiences and imaginative perceptions. A poem may focus on the individual feelings and reflections of the poet, or it may tell a story, or describe people, places and things, in distinctive and sometimes unusual ways. From these quotes, Name Poems Technique can be useful technique in the process of teaching. The teacher may use the technique as an alternative technique which is rarely used and is still rare in education. The way in using this technique is such as mentioning some of words by students' name. They can be showed their characters in words, and then they make sentences which describe their own characters.

Based on the statements above, the conclusion can be drawn is that English teachers are supposed to use Name Poems as the technique in developing vocabulary since it has a lot of advantages. In term, this study

can be used as a reference for teaching so that Junior High School students are able to improve their developing vocabulary through the use of Name Poems.

Descriptive genre is chosen to make a Descriptive Research by using Name Poems Technique in teaching learning process for the purpose. It is to identify the effectiveness of it for students, those purpose based on the researcher's title in final project proposal "*The Implementation Of Name Poems Technique In Developing Vocabulary Through Descriptive Text (A Descriptive Research at Eighth Graders of Az-Zahra Junior High School in Academic Year 2017-2018)*."

1.2. Problem Statements

In this research, there are problem statements which become main discussion:

- a. How does the teacher apply Name Poems technique in Developing Vocabulary through Descriptive text at Junior High School Az Zahra Mlonggo Jepara?
- b. What are the advantages In Implementation Name Poems Technique in Developing Vocabulary through Descriptive Text in Junior High School AZ Zahra Mlonggo Jepara?

1.3. The Objectives of Study

Based on the problem statements above, the objectives of study can be elaborated like the following:

- a. To find the students' difficulties in describing themselves in Junior High School Az Zahra Mlonggo Jepar.
- b. To know the advantages of Name Poems Technique for the students in Developing Vocabulary through Descriptive Text in Junior High School AZ Zahra Mlonggo Jepar

1.4. Reasons for Choosing the Topic

The researcher has some reasons of choosing the topic ” *The Implementation Of Name Poems Technique In Developing Vocabulary Through Descriptive Text at Eight Grades of Az-Zahra Junior High School*” are:

- a. Name Poems Technique can be used to present and manipulate language, and for involving students in activities of all kinds.
- b. Some of school still uses traditional ways in teaching, and students feel bored. So, the researcher uses the Name Poems as technique in teaching learning process.
- c. Name Poems Technique is the rare technique in education and will be the alternative technique in Teaching Developing Vocabulary through Descriptive Text.
- d. Students in Az-Zahra Junior High School will easily remind some vocabularies from Name Poems.
- e. Students Az-Zahra Junior High School can compare their ability in remaining vocabulary between imagine the vocabulary and using Name Poems.

1.5 Significance of the study

In this study the researcher expects that the research papers have benefits both theory and practice.

1. Theoretically

- a. The result of this research can be an addition of knowledge for the researcher and the reader in the English learning process using the Name Poems Technique in Developing Vocabulary through Descriptive text.
- b. The result of this research can be used as a reference for those who want to conduct a research in the English teaching learning process.

2. Practically

a. The teacher

- a) Can be used as a tool to evaluate and repair the teaching learning process that has been going on.
- b) Helping the teacher to solve the problem in the teaching learning process.
- c) Increasing the concept and choosing the model and media of the teaching learning process.

b. School

- a) Can be archived or filed in the school.
- b) Used to motivate other teachers to repair or increase the method in the teaching learning process.
- c) Making a relationship between the teacher and the quality of education.