CHAPTER I
INTRODUCTION

A. Background of the Study

An individual who needs to communicate easily with other individuals must have a satisfactory Vocabulary. Vocabulary is the most widely used for communication in English. English vocabulary is very necessary and to be fluent in English requires memorizing English vocabulary. The use of vocabulary learning procedures is one of the vital components that have an impact on the success of mastering the meaning of vocabulary equations. Brown (2001) says that vocabulary is a note of monotonous words that must be characterized and memorized by students, the form of vocabulary is seen in the middle in relevant and important dialects. The utilize of Vocabulary learning methodologies is one of the imperative factors that impact the victory of acing outside vocabulary. Estes (2007) stated that components of the speaking ability are vowels, diphthongs, vocabularies, expressions, and associated discourse. They are the building square of spoken accent our fundamental targets or objective. It can be portrayed that in talking movement, the speaker ought to know detailed components of talking such as mental, vowels, diphthongs, vocabularies, expressions, and associated discourse.

Based on the previous definition, the researcher concluded that the learning model speaking skill on practice speech in the learning proses at the classroom to develop vocabulary. As the main element of communication, vocabulary is an important aspect of English language learning. If students do not have any vocabulary, it will be difficult for them to communicate with one another. Similarly, Wallace (2007), feels that vocabulary is crucial in learning English. As a result, one of the most important aspects of establishing effective communication and reading abilities is vocabulary development. Students can use vocabulary when listening, speaking, reading, and writing. Students get vocabulary in two ways: directly and indirectly. They will express their thoughts and understand the opinions of others if they have a strong vocabulary. Teaching

vocabulary, according to Thombury (2004), is instilling new knowledge into the already-existing structure of the cognitive structure.

English for most Indonesian students, especially in junior high school in SMPN 7 Bekasi English as their first foreign language sometimes makes it difficult for them to understand the meaning of vocabulary. For students memorizing vocabulary is very difficult and they are very bored with memorizing because some students will quickly get bored and will quickly forget because they will memorize hundreds more if students only memorize them without practicing it in their daily activities.

Role of speech activities enable them to construct grammatically correct sentences as they can use the language without any doubt and at the same time they can develop and enrich their vocabulary because speech that conversation is only among their peers and teacher acts as a facilitator, Furthermore, the teacher also does interfere to correct them during the Vocabulary In practice speaking skill on speech in English, you have got have to be compelled to speculate vocabulary to start with, however, most students declared that memorizing was a monotonous factor, therefore it will bother some for students to produce students in acing vocabulary. just in case the teachers combine vocabulary in speech aptitudes, understudies can embrace fashionable vocabulary and nice concepts. most of the people World Health Organization inquire regarding speech it's not to easy them to speech as a result of their primary reason could also be a necessity of vocabulary that they understand. If teachers person makes an instructing strategy that mixes vocabulary with speech. they will by implication use speech at theme they vocabulary development, once students method develops vocabulary on speech, this method in their category on develop vocabulary on speech as a result of they believed that it will improve the students' vocabulary on speech in session vocabulary.

B. Research Problems of the study

The problem investigated in this study was "what is the 7th grade students' perception on using speech to develop the vocabulary of SMPN 7 Bekasi?

C. The Objective of the Study

The objective of the study was to investigate the 7th grade students' perception of using speech to develop the vocabulary of SMPN 7 Bekasi

D. The Significances of the Study

The results of this study are expected to contribute to,

1. English teachers, after knowing the perception on using practice on speech to vocabularies develop, English teachers can apply the appropriate technq ue to develop vocabulary,and be able to overcome the difficulty encounter ed.
2. EFL Students, who are going to teachers, they can be increased do learning to develop vocabulary but do not use speech practice for grade 7.
3. Other resesrchers, to be the source of information for furtheresearches in the same field.

E. The Scope and Limitations of the Study

This research was focusing on 7th Grade Students' Perception on Using Speech to Develop Vocabulary of SMPN 7 Bekasi. The participants were limited to the 7th grade students. The data were collected .

UNIVERSITAS KRISTEN INDONESIA
JAKARTA 1953
MELAYANI, BUKAN DILAYANI