

I. INTRODUCTION

1.1 Background of The Problem

Vocabulary is one of language components that should be mastered because by mastering vocabulary we will be able to communicate although other components are still needed. Wilkins (1983) said that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. We can still understand the language even if we know nothing about grammar. But the language will tell us nothing if we know nothing about vocabulary. It means that vocabulary contains more information than carried out by grammar.

Laufer (1997) states that vocabulary learning is at the heart of language learning and language use. And River (1970:462) states that it would be impossible to learn a language without vocabulary, learning a language means learning its vocabulary. It shows that vocabulary is one of language components that can not be separated in learning language. From the explanation above, vocabulary refer to the words used to communicate effectively.

The English teachers are suggested to implement any suitable technique in teaching. Wilkin (1983:14) states that teachers have to find out any technique that is relevant to the students' interest and then it will motivate them to pay more attention in teaching learning process.

Actually, there are various techniques and devices of teaching vocabulary in methodology textbooks. Weatherford (1990) stated that there are a variety of classroom techniques for vocabulary learning. The techniques include rote rehearsal; the use of visual aids; rote playing; vocabulary learning in specific cultural context; vocabulary learning through art activities; the root word approach; mnemonic techniques, such as the key word approach; use of the notion of semantic field to illustrate the conceptual relationships between words; two types of vocabulary learning through music (simple song, and the desuggestopedia method); physical activities, as in Total Physical Response instruction; study of cognates and direct borrowing; study of loan translations; use of soap opera style drama tapes in the language laboratory; analogies; computer-assisted instruction through drills and games; and synonyms.

One way to add new words to one's vocabulary is by locating words in the dictionary and learning what they mean. But this is a slow process to increase word power. Another way is through context. As we listen and read, we often meet new words in contexts. O'harra (1984) claims that context is the setting or surroundings of word; therefore, when we listen to someone's talk, the context of a word is the statement that includes the word.

Sometimes we read words in a written context. Thus, the paragraph may tell us what the new word means, or enough clues may be provided in the sentence which contains the word; or even one or two nearby words may explain the meaning of a new word we find in the text when reading.

Moreover, according to Raimes (1983), picture can help the teachers and students in teaching and learning vocabulary, and other component of language. As a matter of fact picture can help students to imagine the real object. In short, the concept of picture is the shared experience of many people because their matching ability which enables them to match the word with pictures. It should be mentioned that pictures as mental representation of mind can affect learning better.

Pictures are used in the classrooms as teaching devices and can be found to give practice in most skills and component and in most stages of teaching. Pictures can motivate students and nowadays, motivation is found to be an important factor in learning everything. Allen (1983) also has shown that the more modalities are involved in association, the more readily items will become available in various situations.

Therefore, items should be be presented in association with visual representations (pictures, objects), aurally, and in association with activities of all kinds. Hence, there is a great need for research into the vocabulary teaching methods to guide us toward the most effective one.

According to Murcia (1978:253) students often claim that their primary problem in acquiring English is the lack of vocabulary. The factors that might influence the student's problem in mastering vocabulary are :

Students' motivation in learning English, students' learning strategy in vocabulary, and the teacher's technique in teaching vocabulary. In this case, student's motivation in learning English need an attractive classroom atmosphere. Therefore, knowing the type and the process of the classroom interaction is important.

The success of teaching and learning process is not always established by the students' intelligence in mastering the subject of study. The success of teaching and learning process is not established by the skill of teacher in transferring the subject, but the success of teaching and learning process also establish by the condition of the classroom which supporting the teaching and learning process itself. The condition of classroom is conducive in success of teaching and learning process, because the students' motivation to study is influenced by the condition of classroom where they study.

Because of that case, the researcher tries to analyze classroom interaction. The researcher want to know the influence of classroom condition especially for Elementary students, which pattern of interaction is better for teacher to create in teaching and learning process, including the interaction between teacher and students, and student-student interaction.

Here, the researcher chose elementary school students, especially SDIT Permata Bunda, in teaching learning vocabulary because in researcher's paradigm, elementary school students are the first step in introducing about vocabulary. Generally, the vocabulary skills of the student in this period are still simple.

Moreover, the researcher assumes that elementary student is the appropriate object in analyzing classroom interaction in teaching learning vocabulary. Besides that, in previous research by Widya Astuti (2008), the object of her research was Senior high school students in teaching grammar, then the researcher try to analyses in different object and language skills.

1.2 Research Problems

In line with the background of the problem conveyed previously, the research problems are formulates as follows:

1. What is the pattern of classroom interaction in teaching learning vocabulary item at class IV of SDIT Permata Bunda Bandar Lampung?
2. How is the process of classroom interaction in teaching learning vocabulary lesson at class IV SDIT Permata Bunda Bandar Lampung, does it reflect the interactive classroom interaction suggested by Brown (2001)?

1.3 Objectives of The Research

Relating to the research problem, the objective of the research are

1. To find out the pattern of classroom interaction in teaching learning vocabulary item taking place in class IV SDIT Permata Bunda Bandar Lampung.
2. To investigate the classroom interaction process in the English teaching learning activity at class IV SDIT Permata Bunda Bandar Lampung whether or not it reflect the interactive classroom interaction proposed by Brown (2001).

1.4 Uses of The Research

In accordance with the objective, this research could have the following uses:

1. Theoretically, the result of this research is expected to give information to the reader the analysis of the process of classroom interaction including the pattern and the teaching learning vocabulary by using the theoretical principles of classroom interaction proposed by Brown (2001) as the parameter of interactive classroom interaction .
2. Practically, this research can be used as information for the English teacher especially teacher at SDIT Permata Bunda Bandar Lampung to create good classroom interaction proposed by Brown (2001).

1.5 Scope of The Research

The research was conducted in class IV of SDIT Permata Bunda Bandar Lampung. The focus of this research is to analyze teaching learning process. The writer became a observer who observed the classroom interaction in the process of teaching vocabulary. The subject of this research is the teacher and the fourth year students of SDIT Permata Bunda class Ibnu Kholdun consisting 27 students.

1.6 Definition of Terms

1. Vocabulary is the total number of words that with the rules of combining them make up the language. The knowledge of the words, not only the meaning of the words but also the words form (spelling and pronunciation) and the way to use it in a sentence or daily conversation.
2. Interaction is an active process in which people try to get their meaning across to each other by imparting thoughts, feelings or ideas. Interaction refers to any sort of interaction, student-students or teacher-student discussions, group discussions, and any type of classroom participation (Long and Sato, 1983)
3. Teacher-student interaction is one of the patterns of classroom interaction, out of two patterns, occurred between the teacher and the students which is initiated and dominated by the teacher as the source of teaching learning process.

4. Student-student interaction is another pattern of classroom interaction occurred among the students which is initiated and dominated by the students themselves to seek on the knowledge they want to get with little help of the teacher as the facilitator of teaching learning process.