Chapter One

Introduction

This chapter consists of several parts, including the introduction of this research and the background of the research. Moreover, this chapter also provides the statement of the study, and the limitation of the study. Lastly, this chapter consists of the research question, the objective of the study, significance of the research and the outline of the study.

Research Background

Vocabulary can be defined as words we must know to communicate effectively or words we use in speaking. Harmon (2009) states that vocabulary can be inferred as "words we must know to communicate effectively: words in speech (expressive vocabulary) and words in listening (receptive vocabulary)" (p. 44). Thus, every word we use to speak every day is referred to as vocabulary.

Vocabulary knowledge is often seen as an important tool for second language learners because limited vocabulary when learning a second language inhibits successful communication. Harmon, Wood, and Keser (2009) stated that the development of learner vocabulary is an important aspect of their language. From this point, it is really suitable to say that vocabulary is one of the most important things to learn when we want to master a particular language. Vocabulary learning is an important and indispensable part of any language learning process (Mukoroli, 2011).

A teaching strategy is an effort to convey knowledge, and an effort to create an environmental system that teaches students, so that the teaching objectives can be achieved optimally. According to Wilkins (1972, as quoted in Shen (2003) the importance of vocabulary

teaching is the same as teaching grammar, as one can be called a good speaker if he or she can say words and collocate well. Meara (1980, as cited in Ling, 2005) says language learners admit that they find it difficult to master a wide scope of vocabulary, even after they have switched from the initial stage as learners of English to advanced level learners. A similar situation was experienced by students at Private Islamic Senior High School in Yogyakarta, as even though they had studied English for several years, they still could not use English vocabulary effectively in certain contexts. Another situation similar to Stahl and Nigy (2006) as cited in Ahmadi (2012) is that vocabulary learning is a difficult process, as students need to be motivated in the process, involved in vocabulary instruction and also meet standard vocabulary learning. According to Has Aldida (2015) there are several teaching strategies that are used to teach vocabularies, including vocabulary teaching in intensive reading, crossword puzzle strategy, group activity strategy, word list strategy, audio-visual strategy, total physical response, root analysis method, flashcard strategy, and working with a dictionary. It means that teaching strategy is the teacher's way to teach or explain materials to the students. Furthermore, teaching strategies refer to the structure, system, methods, techniques, procedures, and processes that a teacher uses during instruction (Ako, 2011). Miller (2011) stated that teaching strategies can impact students' vocabulary. It conveys that teachers' strategies are the structure, method, system technique, procedure, and process that the teachers prefer to use. Those teachers can help students improve vocabulary by providing instruction that helps them see the value and relevance of studying words and aid them in studying interesting and important words that come from texts that they read in the classroom (Bintz, 2011). It shows that the strategies used by the teachers are really important to be considered first. The strategies should be considered first in teaching vocabulary because teaching vocabulary is not as easy as it seems. According to Mukoroli (2011), it is very

important for students to have a deep understanding of academic vocabulary to understand new concepts in school.

The researcher thinks that vocabulary should be mastered by students, especially language learners. This is in line with the researcher's view in that when the researcher does not have enough vocabularies, the researcher cannot say or explain anything in the target language. When the students do not have a lot of vocabularies, they will find it hard to express their ideas, opinions, and feelings. In this case, the researcher concludes that vocabulary is the first thing that the students have to learn in language learning.

Based on the researcher's experience as a student, when the researcher was in senior high school, there was an important lesson that the researcher found when the researcher was taught by the teachers on how to improve vocabulary. The researcher found that every teacher had different teaching strategies. In learning English vocabulary, the researcher was taught by several teachers. Those teachers had different teaching strategies even though the teachers taught same lesson or subject, particularly the teaching of vocabulary. In this case, the researcher was wondering why this happened. The researcher thus believes that every teacher has different reasons in their implementation of strategies to teach vocabulary. It shows that the researcher is really interested to know what teaching strategies are used by the teachers in teaching vocabulary at Private Islamic Senior High School in Yogyakarta. Besides, the researcher also wants to know their reasons in implementing teaching strategies.

Statement of the Problem

The teaching strategy is one of the most important things to decide when teaching vocabulary to students. According to Khurshid and Ansari (2012), it is recommended that teaching was very effective if teachers start using innovative vocabulary teaching strategies. If

the teacher when teaching is not innovative, students were feel bored and don't even pay attention when the teacher teaches. Therefore, sometimes the teacher's problem when teaching if they don't use good strategies will always be related to dissatisfaction about this particular situation. This dissatisfaction was felt by the teachers if students' achievement is not satisfactory. Therefore, the researcher aims to find out the reasons behind the implementation of teacher teaching strategies to teach good and correct English vocabulary so that it can be accepted by students well and can motivate students to study hard.

Delimitation of the Problem

This research will focus on teaching strategies used by the teachers at One Islamic High School in Yogyakarta. First, this research will focus on teaching strategies used by teachers in teaching vocabulary to students. It means that this research will find out the teaching strategies used by the teachers' in teaching English vocabulary. Finally, this research find out about the teachers' reasons to decide on their teaching strategies. Therefore, the reason the researcher explored this problem One Islamic High School in Yogyakarta is because teaching English vocabulary provides reading, speaking, writing and listening skills. From the above statement, if the researcher conducts this research to investigate all parts, the researcher needs more time to complete this research.

Research Question

The problems in the study are formulated into the research questions below:

1. What are the teaching strategies used by teachers to teach English vocabulary at One Islamic High School in Yogyakarta?

2. What are the teachers' reasons for using the teaching strategy?

The Objective of the Problem

The aim of this study is to find out about teachers' strategies in teaching vocabulary at One Islamic High School in Yogyakarta. Then, it also aims to find out about their reasons for using the teaching strategy.

Significances of the Research

This research is expected to be useful for teachers, other researchers and institution:

For teachers. The findings of this research will help the teachers in improving their teaching process to explore more teaching strategies in teaching vocabulary. By knowing the kinds of strategies applied by other teachers in teaching vocabulary, the teachers will be not monotonous in teaching vocabulary. Moreover, the teachers could motivate and encourage students in learning vocabulary.

Other researchers. From this research, the researcher expects that it could inspire other researchers who will conduct related researches on this topic and further discussions about teaching strategies to teach vocabulary. Moreover, the researcher expects that other researchers can be motivated to find out more about teaching strategies to teach vocabulary as one of the fundamental duties of English teachers.

For Institution. By conducting this research, the institution can find out the teaching strategies used by teachers to teach English vocabulary and the reasons for teachers using teaching strategies. In addition, other institution can adopt the findings of this study as a theoretical description of further research on the same topic and can become recommendations for further research. Therefore, conducting this research can also encourage the institution to conduct research related to the same of this research.

Outline of the research

  This research is divided into five chapters. The first chapter is an introduction consisting of the research background, problem statements, problem boundaries, research questions, objectives, and research meanings. In addition, chapter two discusses literature review related to differences in vocabulary, teaching strategies and teacher reasons. Also, the conceptual framework is discussed in this chapter. Chapter three discusses research design, research participants, research settings, and data analysis. Chapter four discusses the findings and discussion of the research. Thus, in the last chapter of this study, conclusions and research recommendations are presented.