CHAPTER ONE

INTRODUCTION

In this chapter, the background of the research, statement of the problem, limitation of the research, the research questions, purpose of the research and significant of the research are explained.

Background of the Research

In learning English, vocabulary knowledge is an important element in second language acquisition (Ellis, 1997). By learning new words, the students will get a number of vocabularies, and it can also increase students' capability on listening, speaking, reading and writing. Furthermore, vocabulary knowledge makes easier for the learners to infer the meanings of unfamiliar vocabulary. Moreover, vocabulary knowledge improves students' achievement in the learning process because students who have large vocabularies will get higher score in achievement test than students who have fewer vocabularies. For example, when students join test in TOEFL (Test of English Foreign Language) and get high result, it means that the students have good vocabulary mastery. Vilaça (2009) stated that the students who learn between 3200 and 3500 words in four years of study may be getting achievement in improving the vocabulary. Therefore, the more vocabulary they have, the easier they will connect new words with the words that they have already known. In further, they can remember their meaning. Besides, vocabulary knowledge enhances students' communication because having more vocabularies helps the students to speak and write well. Moreover, the students understand what is spoken by native speaker automatically. Asselin

(2002) and Nichols and Rupley (2004) as cited inAl-Shwiah (2004) stated that the importance of vocabulary is the key in reading comprehension, reading fluency, writing, and communication with others. Mastering vocabulary enables the students to form sentences and communicate with others.

In order to help people to communicate in a certain language, people should learn vocabulary first. In learning English, students should understand the vocabulary. The importance of learning vocabulary helps the learners to be aware of knowing, remembering and translating the vocabulary. Therefore, if the students have only few vocabularies, they will not be able to understand more about English. Thus, teaching vocabulary is the main component in language. Moreover, teaching vocabulary requires teachers to deliver interesting and creative strategy in designing material for the students because teaching vocabulary is not only a matter of delivering knowledge but also the idea of leading the students to apply the vocabularies in their real conversation and writing. Pratiwi (2013) stated that material chosen by teachers should be more interesting for the students because it can help the students to feel secure and comfortable while learning vocabularies.

Furthermore, to improve the students' vocabulary, the lecturers may ask the students some questions in order to make the students more active to speak in the class. Smith and Laslett (2002) stated that by asking questions it will make the students to be more active. For example, the teachers can ask some questions in the class to the students such as asking the students the previous lesson and what the students had gotten. By this activity, the teacher will make the students not

bored in the class because the students will answer based on what the students remember. Automatically, the students will speak up and it will improve their vocabulary. Then, if the students do not use the vocabulary appropriately in their speaking skill, the teacher will correct it.

In some language teachings, the role of vocabulary is the tool of thought, self-expression, translation and communication. Wu (2009), a famous linguist, stated that people could describe few things without grammar, but they could express nothing without vocabulary. It emphasizes that communication will break down when people do not use the right words. The example of non-native language learners, they usually make mistakes about the vocabulary, especially in listening. Foreign language teaching methods are various but all show the importance of vocabulary teaching. To start learning a foreign language is connected with learning the vocabulary.

In teaching vocabulary, there are many strategies to be applied. Surely, selecting appropriate strategies should be taught by lecturers in the university when they apply it in second language teaching because most of the students have their own characteristics in learning. Chatin (2011) argued that every student is different and her/his learning style is also different. The students can be characterized as visual, auditory, and kinesthetic. Some of the students like listening or reading to improve their vocabulary because they may learn more easily. Additionally, most of the students like to use small group discussion to improve their vocabulary because they can ask their friends whenever they do not know the vocabulary. Besides, other students like to use verbal explanations to

answer the question, but some of them like to write to give the explanation. Therefore, lecturers need to have good plans to use their teaching strategies to improve students' vocabulary. As the result, students will understand more in using the vocabulary. Moreover, giving appropriate strategies will help the students to learn vocabularies quickly and easily. Certainly it will improve the students' vocabulary in the second language learning.

Based on the researcher's experience studying in EED UMY (English Education Department of UniversitasMuhammadiyah of Yogyakarta) for four years, most of the lecturers teach vocabulary implicitly. The example is that most of the lecturers asked the students to read some journals or articles which had been provided by lecturers. After that, the lecturers asked the student to have a discussion with friends or individually to explain the main point of the journals or articles. Indirectly, the students could improve their vocabulary. By those activities, actually the lecturers had already applied teaching strategies to improve students' vocabulary, but the researcher wants to investigate what is strategy actually applied by EDD lecturers of UMY in improving students' vocabulary. The researcher wants to dig more about this matter because most of the lecturers at EED UMY have spent a number of years studying abroad which means that the lecturers have vocabulary mastery, and they have their own strategies in improving their vocabulary. Moreover, the lecturers of EED UMY have a lot of experienced in teaching English not only at EED UMY but also outside EED UMY.

Therefore, the researcher was interested in investigating teaching strategies implemented by EED lecturers of UMY who have been teaching English course for more than nine years to improve students' vocabulary since the students of EED UMY have problems in lack of vocabulary when the students speak up. Moreover, most of the students do not know what kinds of appropriate strategy should be done to improve their vocabulary. Therefore, the objectives of this research are to find out the lecturers perception on teaching vocabulary of EED UMY to improve students' vocabulary as well as to explore the lecturers' obstacle in implementing teaching vocabulary of EED UMY to improve students' vocabulary. The researcher expects that by knowing some kinds of teaching strategies applied by EED lecturers to improve students' vocabulary could give a lot of information what strategies that can improve the students' vocabulary.

Statement of the Problems

There are many strategies in teaching vocabulary in the second language acquisition especially in English Education Department UMY. Strategies given by EED lecturers of UMY are delivered implicitly, so the researcher wants to investigate what kinds of those strategies are taught by them. Therefore, the researcher is interested to investigate the lecturers' perception in teaching vocabulary and the lecturers' obstacle in teaching strategies to improve students' vocabulary.

Limitation of the Research

Focusing the result of the research, the researcher made limitation in order to gain specific findings. This research reveals lecturers' perception on teaching vocabulary and lecturers' obstacle in implementing teaching vocabulary of EED UMY to improve students' vocabulary. Moreover, the participants that the researcher interviewed were three lectures who have been experiencing in teaching English for more than nine years. Those participants do not only experience in teaching English of EED UMY but also teach outside EED UMY. The researcher chose the lecturers who have taught more than nine years because the lecturers have plenty experience in teaching and understand very well their obstacles to deliver the materials. Moreover, those lecturers had their professionalism in teaching.

Research Question

The researcher would like to find out the strategies applied by lecturers of EED UMY in teaching vocabulary. It can be formulated in the following questions, they are:

1. What are the lecturers' perceptions on teaching strategy of EED UMY to improve students' vocabulary?
2. What are the lecturers' obstacles in implementing teaching strategy of EED UMY to improve students' vocabulary?

Purpose of the Research

The purposes of the study are to answer the formulation of the study, namely:

1. To identify the lecturers' perceptions on teaching strategy of EED UMY to improve students' vocabulary

2. To investigate the lecturers' obstacles in implementing teaching strategy of EED UMY to improve students' vocabulary

Significances of the Research

a. For students

Student will enjoy and understand to learn vocabulary as well as apply it in the context, reading, writing and speaking skill easily. Moreover, by having a lot of strategies in learning vocabulary, students can improve their vocabulary. Furthermore, for pre service students as teachers in the future can apply these kinds of strategies to their students with appropriate strategies based on students' characteristics.

b. For the lecturers

The research will help the lecturers in improving their teaching process to explore more teaching method about teaching vocabulary. By knowing these kinds of strategies applied by other lecturer in teaching vocabulary, the lecturers will not be monotonous in teaching vocabulary. Moreover, the lecturers could motivate and encourage the student in learning vocabulary.

c. Future researchers

From this research, the researcher expects that it could inspire other researchers who will conduct related research to this topic and further discussion about strategies in teaching vocabulary. Moreover, the researcher expects that other researchers can be motivated to find out more about strategies in learning vocabulary since it is the fundamental of English learning.

Outlines of the Research

The first part of this research is introduction. In the introduction consists of background of the research, statement of the problem, limitation of the research, formulation of the research, purpose of the research, advantage of the research and the outline of the research.

The second part of the research is literature review. In the literature review there will be theoretical framework, literature review and related study that found from books and journals to support this study.

The third part of this research is methodology. In the methodology there will be research design, setting, participant and instrument of the research, techniques of the data collection and analysis of the data.

The fourth part of this research is the finding and discussion. In the finding and discussion there would be finding first to collect the data from interview. After that, it would be followed by discussing related theories with the finding.

The fifth part of this research consists of conclusion and recommendation. The conclusion answers the research question of the research. Moreover, the

recommendations are given among the lecturers, the students, the institutions and

the future researchers.