

## **Chapter One**

### **Introduction**

The researcher discusses seven sub chapters in this chapter. The first part is background of the research which discusses the reason why the researcher chooses the research topic. As the second part of chapter one, statement of the problem aims to explain the significant problem of the research. The third section is limitation of the problem which defines the focus of the research. In the fourth section, research question investigates the problem. Objective of the research comes as the fifth part of chapter one which discusses the purpose of the research. In the following section, it mentions the significances of the research which discuss the benefits of the research for some parties related to this research.

### **Background of the Research**

Vocabulary is one of the essential language components in studying English. The learners should have sufficient vocabulary mastery in order to use their language function into four language skills such as listening, speaking, reading, and writing when they learn a new language. Alqathani (2015) stated that if the students master the vocabulary, they will be able to produce sentences easily either in spoken or written in learning English. Following this, the students will face the difficulty to express their opinions, ideas, and feelings if they have limited vocabulary. Regarding the statement mentioned, the students will find the difficulties in arranging a sentence to express or master their language skills because of having too limited vocabulary. Therefore, learning vocabulary comes as a crucial aspect in English teaching and learning process.

In addition, the vocabulary is an important component to English language teaching because without having sufficient vocabulary, the students do not understand others' speaking or

express their language skill in the conversation. According to Akay and Toraman (2015), without grammar, a few words can be conveyed, and without vocabulary, nothing can be conveyed in the conversation context". From the statement mentioned, when the learners just learn about grammar without learning vocabulary, they cannot express anything in spoken context. Hence, English especially vocabulary has an essential place in the teaching and learning of the foreign language.

Learning a new language is not an easy to do as a foreigner. The age of students is a major factor in the decision about how and what to teach. Besides, the people of different ages have different needs, competences and cognitive skills. According to Harmer (2007), young children acquire much of a foreign language through play whereas the adults have a greater use of abstract thought. On the other hand, Sinkeviciute, Brown, Brekelmas, and Wonnacott (2019) said that the best age to learn English is young children because young age comes as a good level to learn the vocabulary. Therefore, the teachers come as the role model to teach the students as they have their own teaching vocabulary strategies for level of young learners in teaching and learning process.

Based on the observation conducted by the researcher at one of elementary schools in Yogyakarta, the researcher found some problems related to the vocabulary in the teaching and learning process. The elementary school had some difficulties in learning English of vocabulary aspect. Based on my experience of teaching English at Elementary school, English is only taught for an hour in a week, so the majority of students lead to have lack English mastery. Besides, English comes as a foreign language to learn. Through English learning process which has been through from elementary school until college level, English is completely different from the Indonesian language in the system of the structure, pronunciation, and vocabulary. Besides, the

students also have low motivation in learning English since they feel that English comes as difficult subject to learn. Furthermore, the students tend to be bored and have low participation in English class.

For teachers, teaching English effectively and efficiently is not an easy way to do. Then, they should be able to organize an interesting activity to the students. Additionally, they should present materials using an appropriate teaching strategy. For the reason, an effective teaching strategy can lead the students to understand and master the lesson especially the vocabulary. Accordingly, the teachers need suitable strategies in teaching and learning process. In addition, the students can be easier to learn English in the classroom by using the strategies in learning vocabulary of English.

Regarding the phenomena explained above, most of students may face the barriers to learn English in the next level or grade especially in vocabulary mastery. That way, the teachers should have variety of suitable strategies to teach vocabulary to their students. Following this, the students feel more interesting to learn English in the classroom activity. Therefore, the researcher is interested in conducting a research to investigate the teachers' teaching vocabulary strategies to the students at an elementary school in Yogyakarta.

### **Statement of the Problem**

Vocabulary is one of the important aspects in language skill which should be taught by the teachers at one of the elementary schools in Yogyakarta. Teaching English to Young Learners (TEYL) might be different to adult learners, and in TEYL, the teachers should have various strategies to teach in order to prevent the boredom of the learners in teaching-learning process. Sometimes, they tend to have the barriers in understanding the English words so that the teachers have to be able to provide the appropriate teaching strategy for the children. Based on

my experience of teaching English at Elementary school, most of students who have learnt English sometimes still have the difficulty to understand the English words. Besides, the students of elementary school usually cannot pronounce the English words because of the first language influence. Having lack of motivation in learning English comes to problem in the vocabulary mastery since they feel that English is difficult to learn. Sometimes, the students also have the difficulty to memorize a lot of English vocabulary. Regarding those problems, there are various interesting strategies in teaching English for the students of Elementary School level. In addition, Brett, Rothlein and Hurley (2013) asserted that fun English activities will be able to help the students to enjoy the learning process well. Accordingly, the elementary school teachers must have a lot of teaching strategies in delivering the material to the students.

### **Delimitation of the Problem**

In teaching English, the Elementary School teachers faced various problems towards English aspects such as speaking, listening, writing, grammar, and vocabulary. Regarding the statement mentioned, teaching vocabulary may become a problem which the teachers should have the strategies to overcome the problem. Based on the researcher's experience in teaching English vocabulary of the practicum program, the researcher found that some students of Elementary School faced the difficulty to pronounce English word correctly, and they have lack of vocabulary mastery. Henceforth, the teachers should have various strategies to overcome the teaching vocabulary problems. In addition, this research focuses on investigating the strategies used by the teachers in teaching English vocabulary to students at an elementary school in Yogyakarta. The researcher also limits only includes the teachers as the participants of this research who teach English at Elementary School at least one year owing to the fact that the

researcher is interested in finding out the strategies implemented by the teachers in teaching vocabulary.

### **Research Question**

The study problem is formulated into “what are the strategies in teaching English vocabulary to students at one of Elementary School in Yogyakarta?”

### **Study Objective**

The study objective is intended to investigate the teachers’ strategies in teaching English vocabulary to the students at one of elementary schools in Yogyakarta.

### **Significances of the Research**

This study is aimed to give positive benefits for some parties such as teachers, students, and other researchers.

**For the teachers.** The researcher assumes that this research can help the Elementary teacher get more information especially in teaching vocabulary. From this research, the teachers are able to know how to teach the students in teaching vocabulary. Therefore, the teachers can apply the strategies of teaching vocabulary for elementary school students in teaching and learning process regarding the results of the research.

**For the students.** The existence of this research is expected to help the students to gain knowledge about how to master vocabulary to their learning process. Besides, researcher assumes that this research can help the students to develop their interest in teaching-learning context. Hence, the students will know the crucial of vocabulary mastery and the strategies used in learning vocabulary.

**For the other researchers.** Conducting this research, other researchers can know the strategies used by the teachers in teaching vocabulary for the students at elementary school level.

Besides, the other researchers can utilize the research results as the theoretical overview of further research on the same topic, and it can be recommendation of further research. Therefore, by conducting this research, it can also encourage the researchers to conduct the researches towards further strategies used by the teachers in teaching vocabulary in the next level grade related to the same area of this study.