

## **Chapter One**

### **Introduction**

The researcher presents several parts in this chapter. Firstly, the research background explains the reasons why the researcher is interested in taking research on teachers' perception of differences in students on teaching methods to teach English vocabulary in class. Secondly, the researcher discusses problem identification. This part contains an overview of problems faced by teachers during the teaching and learning process. Thirdly, the researcher presents a delimitation of the research. She makes focuses on the area of the study she investigated. Fourthly, the researcher describes the research questions that direct this research. The next part, the objective of the research contains the purpose of why the researcher conducted this study. The following part is the significance of the research that explains who receives the benefits of the results of this study. This chapter ends with the presentation of the organization of the chapter in this study.

### **Background of the Research**

Vocabulary is a list or collection of words and phrases which are usually arranged and described alphabetically or defined. Vocabulary is the basis of all skills in English. Vocabulary should be made a priority in language teaching and practice so that students have better vocabulary mastery (Asyiah, 2017). Vocabulary will help students in writing, reading, understanding the words they hear, and speaking. Through vocabulary mastery, students can follow learning in class well, such as understanding what is being discussed. They also understand

the meaning of the word conveyed by the teacher and are able to pronounce the word.

Vocabulary mastery means students' ability or knowledge of various words that can be utilized to communicate (Taslim, Asrifan, Chen, & NR, 2021). Through English vocabulary mastery, students can name the objects or words that exist, for example when students see a table and they know the name of the object is 'table' and they are able to pronounce the word. In this respect, students who master English vocabulary must possess a certain number of English words to be successfully communicating with others in English.

English vocabulary input can be started from home with the help of parents and the environment. In addition, it is supported by education in preschool and elementary school. After that, vocabulary mastery will be re-formed and sharpened at the junior high school level. The teacher is expected to provide an effective method for teaching vocabulary to students according to their level of education. Each teacher has their own characteristics or mainstay teaching method. In today's digital era, there are more and more teaching method ideas that can be used, of course, with various teaching aids. Some vocabulary teaching strategies that might be applied include applying strategic vocabulary teaching to an authentic text, pictorial vocabulary teaching, filling a task, post-reading composition task, reading and retelling task, and vocabulary exercises (Nam, 2010).

Teaching English vocabulary requires a method. There are many references to teaching methods that can be applied in the classroom. However, the

English teacher at the school where this research was conducted was still a little hesitant to use other methods. The teaching method is adapted to the readiness of the teacher, the ability of the students, and the suitability of the learning material.

The reason why the researcher is interested in the teacher's perception of the methods to teach English vocabulary in the classroom is that the researcher has done observation and found issues related to teaching and learning English vocabulary in junior high school, such as students lack of vocabulary, students bored, and students lack of interest in learning English. The researcher wants to know how the teacher responds to the implementation of methods to teach English vocabulary in a class. The researcher also wants to know what teaching methods the teacher uses to teach English vocabulary and what challenge is faced by the teacher in a class. This statement is supported by (Asyiah, 2017), in Indonesia English is a foreign language, so there will always be challenges in teaching, especially in the vocabulary section.

The previous researcher has conducted several studies. For example (Parmi, 2019) in her research entitled "The Use of Cue Cards in Cooperative Learning for Teaching Vocabulary". She found that the use of Cue cards in learning English vocabulary makes students enthusiastic, active, confident, enjoying, and paying attention to the teacher. Cue cards are effective, interesting, easy-to-make learning media, and make it easier for students to understand the material. Cooperative learning and cue cards were such a perfect match for increasing students' vocabulary. (Asyiah, 2017) also conducted a study entitled "The Vocabulary Teaching and Vocabulary Learning: Perception, Strategies, and Influences on Students' Vocabulary Master". The finding of her study revealed

that both teachers and students have positive responses to vocabulary teaching and learning. Concerning strategies, it was found that teachers mostly employed a fully contextual strategy, henceforth Determination and Metacognitive strategies were found to be the most favored VLS (vocabulary learning strategy) chosen by students. The study also confirmed that there is a significant relationship between students' vocabulary learning strategy and their vocabulary mastery.

In some studies, only research on strategies that are suitable for teaching vocabulary in general, there is no research that discusses the perceptions of junior high school teachers in teaching vocabulary as well as the challenges faced during teaching and how to overcome these challenges. Hence, this current study aims to explore the perceptions of middle school teachers on the methods and challenges of teaching vocabulary.

### **Identification of the problem**

Vocabulary is important to be taught to students. Students need vocabulary skills to master the main skills in English such as reading, writing, listening, and speaking (Akramovna, 2022). English vocabulary can be taught with the help of family, environment, and assistance in academic or formal education at school. The purpose of teaching English vocabulary is to enrich students' verbal language (Akramovna, 2022).

The researcher has conducted a short observation of English teaching and learning in a class. The researcher found that some students did not enjoy during class because they did not interest in the language. The other one mentioned that he did not get English in elementary school so it influenced his English

vocabulary understanding. Another student said that he only knows one to four numbers in English. There are only a few students who have an interest in learning English in a class. This also affects the teaching methods applied by the teacher in the classroom. In addition, students also find it difficult to do assignments or test questions in the English language given.

The researcher made a short interview with an English teacher in junior high school. The researcher found that the teacher must be creative and use methods as simple as possible so that students can follow the learning. The teacher said students have minim vocabulary knowledge. One of the teachers said that she used Indonesian more often in class so students could understand the learning material. Teachers said that the explanation from the teacher was highly awaited by students.

### **Delimitation of the Research**

In this study, the researcher focuses on methods for teaching English vocabulary. The research place is also delimited. It was only at one of state junior high school in Magetan. The participants are four English teachers at one of state junior high school in Magetan. The research conducted at one of state junior high school in Magetan because the researcher was familiar with the school environment and situation of students at school during teaching and learning activities. The researcher uses qualitative methods because she wants to know the teacher's point of view. Therefore, a qualitative methods is needed to find out deeper information using interviews.

## **Research Questions**

Based on the background, the research requires two research questions for English teachers in junior high school:

1. What are the methods of English teachers in teaching vocabulary?
2. What are the challenges faced by teachers in implementing methods to teach vocabulary?
3. How do teachers solve the challenges in teaching vocabulary?

## **The Objective of the Research**

Based on the research questions, the objectives of the research are:

1. To explore the methods of English teachers in teaching vocabulary in Magetan.
2. To investigate the challenges faced by teachers in implementing the method to teach vocabulary.
3. To ascertain the solutions in dealing with challenges during the implementation of methods to teach vocabulary.

## **The Significances of the Research**

The finding of the research is expected to provide benefits and knowledge for students, teachers, and future researchers.

### ***Students***

This research is expected to be a motivation for junior high school students to study English. This is because English is an international language. Thus it will greatly help students at higher education levels. In addition, learning English from

an early age is not impossible, precisely when we learn it from a young age, it will be faster to master the language.

### ***Teachers***

This research is expected to be a reference for middle school English teachers. English teachers who face the same obstacles as the respondents in this study are expected to be able to develop the idea of implementing methods to teach in the classroom. It is intended that the learning objectives in each meeting can be achieved, and students get good material input. This research is also expected to be able to improve the readiness of teachers to teach English in the classroom.

### ***Future researchers***

This research is expected to be a reference for future researchers on a similar topic or point of view. This research can also be used for comparison. The future researcher can make comparisons from a different point of view. This research is expected to help future researchers in researching deeper into one of the methods.

### **Organization of the Research**

This research consists of five chapters. The first chapter describes the research background, identification of the research, research questions, research objectives, and research significance.

Chapter two is a literature review. This provides a definition of teaching vocabulary, various methods to teach vocabulary, and the characteristics of an ideal teaching method in the classroom from experts. This chapter explains the

theory related to the general description of vocabulary teaching in junior high school.

Chapter three is the methodology. This chapter describes how the research carries out by the researcher. This chapter discusses methods, instruments, participants, settings, and data collection techniques. In this chapter, the researcher also explains how to analyze data.

Chapter four contains findings and discussion. This chapter presents the results of the data analysis.

Chapter five contains conclusions and recommendations. This chapter provides general answers to research questions and recommendations from the researcher. Recommendations are given to teachers, students, and other researchers.