

Chapter One

Introduction

This chapter is organized systematically covering the background of the problem, the formulation of the research problem, the limitation of the problem, the research questions, the research objectives, the significance of the research, and the outline of the research.

Background of the Study

English is an international language used by people from various countries to establish communication and convey information. In the current era of technological advancements, the use of English is not only for the communication needs of fellow humans, but English is also used as a language of instruction on products and equipment that are commonly used in everyday life such as electronic equipment, vehicles, household appliances, or in food and beverage products.

Considering the importance of using English, in Indonesia, English has begun to be learned in schools starting from the kindergarten level, elementary school level up to college level. Even some people also take additional English courses through language institutions so that they truly can speak fluent English to prepare for higher education, the need to work or to improve conversation with colleagues.

To master English language skills which include writing, reading, listening, and speaking skills, each student must master the vocabulary of English. Therefore a teacher must be able to create and implement strategies to teach so that students are easier to master the English vocabulary. Furthermore Schmitt states that vocabulary has a vital role for teacher to teach and

learning the second language as lexical knowledge is fundamental to communicate effectively (Schmitt, 2002).

Furthermore, children have learned to communicate through listening and speaking naturally, such as how to make the transition of communicating through reading and writing. Therefore, the children need effective decoding skills and large meaning vocabulary. There is research evidence that shows an effective decoding strategy not only to identify printed words accurately but to do rapidly (Pikulski & Chard, *Fluency: Bridge From Decoding To Reading Comprehension*, 2003).

When children hear and that they can use in their speech, they are involved in the process of acquiring a meaning or oral vocabulary words that they understand for their first time on learning a language. They basically do not have an alliterative vocabularies. Upon entering school, children begin to acquire reading and writing skills, and also need to acquire basic knowledge of how to pronounce with written words and how to write spoken utterances so that they are able to translate or transcode printed words into speech and enable them to use what they know about the meaning / oral vocabulary for their literacy vocabulary. Their meaning vocabularies are much larger than their literate vocabularies.

Vocabulary is an essential component of language proficiency and academic language and it can be divided into general and academic vocabulary; however, there are different approaches for categorizing vocabulary types; for instance (August, Artzi, & Barr, 2016). Cummins (as cited in Mukoroli, 2017) introduced four types of vocabulary, namely reading vocabulary, listening vocabulary, writing vocabulary, and speaking vocabulary (Mukoroli, 2011). Another way of classifying vocabulary is to put them into receptive and productive categories; the former refers to the vocabulary items which is recognized and understood by a student when they come across the

word in a written or spoken format, while the latter refers to the vocabulary items, which a student recognizes, understands, and uses in their language production (Alqahtani, 2015).

That is important to remember that strategies to teach use for vocabulary such as the teacher would write the definition into their list and then a teacher has to rewrite each word as to what appears. Teachers need to learn new words in context, by reading, and enriching the material, whereas passive learning for teaching vocabulary is not an effective strategy. Research shows that students or children need a multiple skill of pronouncing a word before they can fully understand vocabulary.

The teachers should implement the strategies through emphasizing active learning by having students connect new words meanings that they know. The more practiced students have to a word, the better chance that they will remember it. Introducing and practicing vocabulary in class can be done using some strategies to teach in a variety of enjoyable and motivating. It's also important for the student to effectively record vocabulary, as well as to recycle vocabulary as much as possible. For example, the teacher can be using the strategy of giving vocabulary instructions to elementary students, such as: 1) wordswizard game, 2) semantic maps, 3) concept cube, 4) audio-video connect, etc.

Brown explains that to successfully teach a second language for children requires specific skills and intuitions that differ from those appropriate for adult teaching. Children are enjoying vocabulary learning. It is a good idea to make a deliberate presentation of vocabulary as varied as possible (Brown, 2004). It is important that children do not have a short attention span, but come into play when children have to deal with material that to them is boring, useless, or too difficult. When the lessons are difficult for children, the teacher should make them interesting, lovely, and fun (Pinter, 2006)

Alqahtani (2015) explain that knowledge is an integral part of the language, and as central to communicative competence is vocabulary. Thus who have poor vocabulary knowledge, they will pose severe problems consequently impedes the learning of the English language.

The difference of the focus between previous study and this study is the previous study focused on how the children study about vocabularies. Meanwhile, this research was focus on the teachers' strategies in teaching vocabulary. Referring to the application of the Elementary School education curriculum at this time, during implementing the learning process, every student is required to having specific skills or competencies as the finding of study from the process of learning vocabulary. Teaching vocabulary is still often obeyed by elementary school students in Minggir sub-district experiencing difficulties to achieve a basic competency. Students often meet difficulty to understand the meaning of the word, because there were relatively inadequate to understanding the vocabulary so the achieving process of a basic competency will run longer.

From the background of the study, the researcher tries to identify the problems faced by the teacher in teaching vocabulary to students including: First, from the regulatory, there is no special syllabus for English subjects. Even though it is a local content subject, English must still have its own syllabus. Second problem, oftentimes teaching methods and strategies by the teacher are not yet incompatible with student development, such as atmosphere of interaction between students and teachers, students have not been able to show their ability to the maximum. Other problems include the lack of textbook support on vocabulary and the number of study groups that still exceeds the maximum number of students.

Furthermore referring the problems, researcher statements of the study are both what are the strategies and the techniques implemented in teaching the English vocabulary and What are the ways done by the teacher to solve the problems faced in developing learning models.

The aim of this study is to collect the information and the experience about teaching vocabularies from the other teacher related to the participant of the studies. From the finding of this studies the researcher will acknowledge the strategies and the difficulties from the other teacher so, the researcher could use it as the guidance to improve the teaching strategies of the researcher itself.

Identification of the problems

Based on the researchers' experience there are some problems that can be found. A lot of students had difficulties to figure out the meaning of the task that's with English direction. Almost of them doesn't know how to done the task because they cannot understand even read the direction because they lack of English skills. This issue caused some of students not interested with English. The common issue that usually happen that, the teacher give the student material that not suitable with their level. That issue is based on the researcher experience because the researcher was an English teacher for a while. the researcher even find that some student still doesn't know the meaning of some general word that on their age they should already know the meaning of the word.

Delimitation of the Problem

The researcher focuses on the strategies and difficulties of teaching vocabulary from the teacher and the participants were three English teacher of three different elementary schools on Minggir area and the method that researcher used was descriptive qualitative.

Research Question

This research is intended to answer the problem through the following questions:

1. What are the Strategies to teach English vocabulary for students of Elementary School in Subdistrict Minggir?
2. What are the difficulties faced by teacher to teach an English vocabulary for students of Elementary School in Subdistrict Minggir?

Purpose of the Study

The specific aims of the research are:

1. To investigate the strategies are used by the teacher to teach English vocabulary for students of Elementary School in Sub district Minggir.
2. To find out the difficulties faced by the teacher to teach English vocabulary for students of Elementary School in Subdistrict Minggir.

Significance of the Research

This research gives some advantages to English teachers and the other researcher.

The first benefit of this research is for English teachers. English teachers can find out about the suitable strategies for teaching vocabulary and difficulties which are often faced by the teacher and the things which boost the student's motivation to owning more English Vocabulary.

Therefore, the teachers can develop a model that can encourage students' motivation to learning English Vocabulary. Moreover, the researcher is a pre-service teacher and it can be a preparation for the researcher to be a teacher.

The second benefit this research is expected to give for other researchers. The researcher hopes that this researcher can help future researchers who want to study of learning models to master English Vocabulary. This research can be references for other researchers. The future researchers can use the provided data in this researcher if they want to conduct a similar scope in research.

Organization of the Chapter

The structure of this research is organized as follows. In the first chapter, the researcher explains the introduction of the research which presents the background of the problem, statement of the problem, delimitation, research question, and purpose of the study, significance of study, and organization of the chapter.

Chapter two of this research presents a review of the literature. This chapter contains some theories that are explained about learning models, the benefits of learning models, the significance of learning models, and the problem faced by students. This chapter also explains a review of related studies.

Then, chapter three of this research focuses on the research methodology which includes research design, research setting, research participant, and data gathering techniques, data collecting procedure, and data analysis.

