

Chapter One

Introduction

This chapter aim to introduce the research. First, it discusses the background of the research. Also, to clarify the research, the researcher adds identification of the problem, limitation of the problem and questions of the research. Then, the researcher sets forward objectives of the research, significances of the research and outlines of the research so that the readers ease to understand.

Background of the Research

In this modern era, the use of English is considered important because it affects aspects of life, especially in education and work according to (Rondiyah, Ihsan, Fahmi & Rahayu, 2013). The use of English is often used in daily life because English is an international language. At every state event and formal or informal activities, English is used as a link to communicate between countries. In Indonesia, the ability to understand English is very important because in the current era English has become widespread in public places such as airports, schools, hospitals, restaurants, stations and so on (Andriantini, 2015). Therefore, because English involves many activities, the need for early English learning so that students' English skills and skills can develop.

One method of developing students' English is mastery in mastering vocabulary. A person's ability to speak, read, write, and listen is very dependent on his ability to master the vocabulary, if he does not master the vocabulary, students cannot communicate well orally or in writing. In the process of learning

vocabulary, students need a "teacher" facilitator who will help students' master vocabulary correctly. According to Al-Bahbuh (2004), learning vocabulary is not easy because learning vocabulary tedious for students even though the various methods taught are interesting. Teaching and learning vocabulary activities only place students as listeners and note-takers, it is very rare for communicative interactions between students and teachers, the teacher is considered only as a walking dictionary that answers students' questions about vocabulary that are not yet known by students (Lestari, 2017). Therefore, a teacher must prioritize interesting vocabulary teaching methods in language learning programs. In fact, providing vocabulary using a dictionary and asking them to memorize is considered not good enough to help them improve vocabulary mastery. Unfortunately, most students will feel bored if they are required to memorize or search for difficult vocabulary. Thus, this can also affect students' ability to learn English.

Besides vocabulary, there are four kinds of skills in English that important to mastering vocabulary, namely listening, speaking, reading, and writing. Many factors influence learning to improve students' abilities and create educational learning processes. In the teaching and learning process making learning techniques suitable for students has many benefits for these students. Teachers must make interesting techniques to make students easily understand what they are learning. According to Nie & Zhou (2017), learning techniques are sequences of techniques, tactics, approaches, or certain behaviours that students consciously adopt to ensure effective learning. This technique will work well if teachers use

approaches that are interesting and more easily understood by students such as the packaging of materials and creative delivery. Therefore, teachers who are considered agents of change must be able to create an interesting atmosphere so that students have enthusiasm for learning, with a simple presentation, interesting and packed with creative ideas. That is why interesting technique can affect student's ability in mastering English vocabulary.

According to the researcher experience in high school, the teacher taught vocabulary to students using memorization techniques only. Students are asked to memorize the words in the dictionary and practice them in front of the class. That teaching technique has a bad impact in front of classes that technique makes the students bored, and it takes time for students and teachers to memorize, many students do not memorize and instead play with other students. According to the researcher, using these techniques made the class less effective.

The researcher believe that the cause of this case is the absence of an interesting technique implemented in learning English. The teacher only gives monotonous lessons to students so that students feel bored and bored in English lessons as a result student are very minimal in mastering English vocabulary (Arta, 2018).

Based on the above background, the researcher wants to research to find out teachers' techniques in teaching vocabulary. This study will concentrate on the efforts of the teacher to help students master the English material and vocabulary and how the techniques used by teachers.

Identification of the Problem

The researcher realize the mastery of vocabulary by students is important in the teaching and learning process. Based on the experience of researchers while doing an internship, researcher found that students were very difficult in mastering the material and vocabulary. Some students are still limited in mastering English, especially in oral and written.

Teaching vocabulary to students is not an easy thing for a teacher. Teaching vocab is not an easy thing, there are many problems that teachers and students have in teaching vocab. Sometimes students forget what the teacher has taught in the classroom, the teacher also finds it difficult to see the student's development of the material given. Students are also sometimes not interested in the teaching technique used by the teacher. Therefore, researchers want to investigate what techniques are used by teachers and why teachers choose these techniques in teaching vocabulary.

Delimitation of the Problem

By focusing on optimal research results, the researcher set limits to obtain certain data. This research reveals the teaching techniques used by teacher to teach student English vocabulary and why teachers choose those kinds of techniques in teaching vocabulary to students in high school. The researcher interviewed from three schools that are experienced and have professional certificates. The researchers also chose the teachers who are experienced and have professional certificates because teachers have a lot of experience in teaching and understand well why teachers choose techniques in delivering material. According to

Hamalik (2004), a professional teacher is someone who has taken a teacher education program and has a master's level and has received a state diploma and has experience in teaching in large classes.

Research Question

By paying attention to the description in the introduction, identification of the problem and limitation issues, the problem studied in this research can be formulated as follows:

1. What are the techniques used by teacher to teach students' English vocabulary?
2. Why do the teachers choose the techniques in teaching English vocabulary?

Research Objectives

The significant of the research are:

1. To find out the teachers' techniques to teach students English vocabulary.
2. To find out why the teachers choose the techniques to teach English vocabulary.

Significant of the Research

The findings of this study are important for students and the next researcher. These the important things will be explained below,

Teachers. From this research, teachers are expected to have additional references on how to teach to improve students' ability to learn vocabulary. Also, the teacher can encourage teaching technique to teach student vocabulary.

Next researchers. From this study, researchers hope to motivate future researchers to find out more about techniques in teaching vocabulary. In addition,

researchers hope this research can inspire other researchers who will examine related techniques in vocabulary teaching.

School. This research can be used as an addition to Educational Institutions or other schools to be able to update programs, syllabi or curriculum related to teaching and learning processes to improve the quality of students in understanding and mastering the material provided.

Outlines of the Research

This research consists of five chapters, and each chapter has sub chapters. In the first chapter is introduction. In the introduction consist of background of the research, identification of the problem, limitation of the problem, question of the research, objective of the research, significant of the research and outline of the research.

In the second chapter is literature review. In literature review consist of theoretical framework, literature review and related study that found from book or journals.

In the third chapter is methodology. In the methodology consist of research design, setting, participant, and instrument of the research, and technique of the data collection and analysis of the data.

In the fourth chapter is the research finding, and discussion. In the finding and discussion, there would be first to collect the data from interview.

In the fifth chapter is conclusion and recommendation. The conclusion answers the research question of the research. The recommendations are given among the teacher, student, and the future researcher.