

Chapter One

Introduction

In this chapter, the researcher presents several points to discuss the main problem of the study. The chapter is arranged into several parts, including the background of the study, statement of the problem, delimitation of the problem, research question, and objective of the study. Significance of the study is included in this chapter. The last part of this chapter is the outline of the research. Those parts are explained as follows.

Background of the study

Nowadays, students can learn English vocabulary from many resources such as the internet, social media, blog, video game, comic, novel, book, magazine, and any other resources because vocabulary is the first important part of learning a foreign language. In reality, students are not aware of the importance of vocabulary in the learnign process. If they have a list of English vocabulary in their head they should find it easier to understand text, and it also gives them more new words to communicate with. Vocabulary is the basic knowledge in learning a foreign language and also for Junior High School students need to learn many new words to make them easier in communicating to each other. This is in line with Bai (2018) who stated that, “Vocabulary is one of the three elements of language, the building material and the

basic of language to communicate with others fluently, The first premise is that we must have a certain amount of vocabularies” (p. 28). By mastering English language vocabulary, students are able to improve their four English language skills. They are reading, writing, listening, and speaking skill.

In this case, teachers are the main key to their knowledge resources. Teachers must let their students know about the importance of learning new words and make students interested in English. Classroom techniques is an important way to introduce new English vocabulary to the students. According to Faraj (2015), there are several effective strategies and procedures for increasing students’ vocabulary production, such as selecting words appropriate with the student’s level and student’s interest. The other strategy is by recording the words, in which students must select some vocabulary on the paper and memorize the selected words, so that the teacher monitor their vocabulary frequency. The other strategies are by sharing with others, assessing and monitoring learning and the last is recycling the vocabulary.

In implementing specific classroom techniques, a teacher has several roles to make their teaching strategies go according to plan. According to Ibrahim (2016), teachers’ roles take account of teachers’ classroom language, teachers’ responsibilities, and the criticism and the evaluation of teachers’ performance. He claims that the teacher who makes great activation of his roles in the classroom, tends to be the top and the most first factor that improves classroom management and enriches learners’ knowledge. Makovic (2018) defined that the role of the teacher depends on many factors, such as cultural, social events, and environment. According to Adam (1970) as

cited in Makovic (2018), the role of the teacher is actually individual do (their behavior). Teacher should know their role when implementing classroom techniques. The teacher who understand how to manage their student and classroom can reach their goals in teaching. According to Bay (2013), he maintained that the success of the teaching strategy depends on the frequency of its use in the classroom. Several teachers implemented classroom techniques in their class. Yet, they do not feel satisfied with their techniques because they cannot handle the classroom well. Being a good teacher is not only about teaching the lessons but also about the their role in handling classroom activities. According to Al-Bahbuh (n.d), a teacher's role in teaching vocabulary is a very difficult and complicated process, thus teachers should take into account the methods and considerations about the classroom techniques teacher takes to make students interested and enjoy the process of learning a foreign language. The teachers can use technology to support teachers as a teaching aid in the classroom techniques, such as Prezi, Powtoon, Storyboardthat, Storybird, Google Form, PowerPoint, Quizlet and many others.

A research similar to this study was conducted by Meliana, Umaemah, Hidayat (2018), they explored the teaching strategies at one senior high school. The study found several teaching strategies using observation and interview as their data. This study is different from the previous study from the purpose of the study. This study related the used of strategy with the teachers' role in classroom. However, the background of the previous study did not explain the problem from the the field of research and the reason why the study need to be conducted on that level. This research was conducted at junior high school and the teachers on the school used strategy on their teaching and learning

process. Yet, there were some problems during their teaching process when using the teaching strategy. The teachers did not use a variety of strategies in their teaching and was not very concerned with the use of strategies to teach vocabulary. So, the aim of this study was to find out the use of classroom techniques to teach vocabulary to the junior high school student and the teachers' role in implementing each role.

Statement of the Problem

Vocabulary is one of the most fundamental aspects in the mastery of the English language. It is very hard for teachers to choose the appropriate strategy for teaching English vocabulary. Teachers could not keep the student interested during English lessons because they did not use interesting media to attract students during the teaching process. Teachers need to make intensive interaction between teachers and students in order to make an engaging classroom environment for the teaching and learning process. In fact, most teachers still use boring teaching strategies such as lecturing with the students listening to the teacher's explanation without any attractive activities and media. Teaching strategies could be used to enhance students' motivation to learn English and develop students' ability to memorize new vocabulary. However, teachers did not realize all these; they did not know how to deliver their lesson with the appropriate strategy.

The role of the teacher is very important for managing the use of classroom techniques in the teaching and learning process. Teachers should keep their students interested with their teaching; that is one of the problems for teachers that should be solved. Many smart teachers have great knowledge but cannot deliver this effectively,

as they are sometimes confused on what they need to do in classroom, how to act, and how to face their students. Some teacher did not understand about the importance of a teachers' role in classroom. The problem occurred in the setting of this study when using classroom technique. The teachers did not use a variety of classroom techniques to teach their student. The teachers also did not emphasize the importance of learning new vocabulary for the students. Therefore, the researcher studied the classroom techniques used to teach vocabulary to Junior High School students.

Delimitation of the Problem

While conducting the study, the researcher makes a limitation to make the research more objective to the problem. This study was aimed to find out the classroom techniques used by junior high school teachers and also their role when implementing each classroom technique in the classroom. The study only focused on the English class and the techniques were limited to observation and interview. The researcher focused on teaching activities while teacher taught English vocabulary in the classroom and aimed to find out what teaching techniques teachers used, as well as their role in the classroom during the implementation of each classroom technique. The teachers in the junior high school level are the participants of this study.

Research Question

1. What are the classroom techniques used by the Junior High School Teachers to teach English vocabulary?
2. What are the teachers' roles in implementing each classroom technique to teach English Vocabulary?

The Objectives of the study

The objectives of this study are:

1. To find out the effective classroom techniques that teachers use to teach Junior High School students English vocabulary.
2. To find out the teachers' role in implementing classroom techniques to Junior High School students while using each classroom technique.

Significance of the problem

The significances of this research are:

Teacher. This study should be beneficial for teachers. This study can be sources for teachers to find the appropriate teaching strategies in teaching vocabulary, especially for Junior High School students. Teachers should know about the many roles that they can do in the classroom to teach English. In addition, the researcher hopes that teachers can develop their teaching strategies in the classroom.

Other researcher. This research can be a reference to other or the next researchers who take the same study but for different objectives. This study can also be a reference for the next researchers to dig and to explore information more deeply on the same problem and other information which is not available in this study, as well as more appropriation with the issues at the present time.

Outline of The Research

Chapter one is the introduction. In the first chapter, the researcher presents several points to discuss the main problem of the problem. The chapter is arranged into

the background of the study, statement of the problem, delimitation, research question and objective of the study. The significance of the study is included in the first chapter. Chapter two is literature review. This chapter consists of the explanation of the many kinds of classroom techniques, the importance of teachers' role in the classroom and also several examples of the teachers' role. The last part of this chapter is the explanation of Junior High School student and vocabulary knowledge.

Chapter three is methodology. This chapter explains the methodology of this study. It contains the design of the research, research setting, research participants, data gathering technique, data gathering procedure, and data analysis. Every single part explains the detail of the study, such as the number of the participants and the criteria, how to collect the data, the steps to analyze the data and many others.

Chapter four discusses the findings and discussion. In this chapter, the data and findings are discussed. All of the analysis are presented in this chapter. The last chapter is chapter five. In the last chapter presents the conclusion of this study. The chapter includes the conclusion which summarizes each chapter in this study and the recommendation for teachers and other researchers.