

Chapter One

Introduction

This chapter introduced the research to the readers by giving some point to discuss. The point is being discussed include the background of the study that discusses the researcher's reason in choosing the topic, the statement of the study that discusses the problem of this study. Besides, the researcher also provides the limitation of the study, the research questions, purpose of the study and significance of the study are included in this chapter.

Background of the Study

Learning vocabulary is one of the crucial parts in foreign language learning in which the meaning of the new words are very often emphasized, both in written and spoken form (Alqahtani, 2015). By learning new words, students will get number of vocabularies and it is can also increase students' capability to master the basic vocabulary of the language. Furthermore, vocabulary knowledge simplified for the learners to infer the meaning of unfamiliar vocabulary. Citra and Fitrawati (2018) stated although the importance of vocabulary is highly emphasized, there are still many students who can't master it. Less knowledge of the words' meanings written in the text are the difficulty for the students as well. Student's achievement in the learning process might be harder since students cannot broaden their vocabulary. Meanwhile, vocabulary knowledge enhances students' communication because students would be easier to speak and write well. Kuśnerek (2016) revealed that vocabulary takes as the rudimentary role both in academic learning and in real life. To start mastering four skills in English, students have to enrich their vocabulary. This can be one of the challenges faced by students to improve their vocabulary learning and they have to find a way to solve their problems. Moreover, for the teachers to teach vocabulary, teachers

have to conduct teaching strategy, because teaching strategy is a good preparation for teachers who will develop students' learning purpose.

Teaching strategy is a way for teacher to make decision about the course content, methods of teaching, structures of assessment, and creative material to improve student's vocabulary. A teaching strategy includes the concepts and the methods designed by teacher to conduct a teaching process (Boundless, 2016). Issac (2010) argued that teaching tactics are the teacher behaviour which is applied in the classroom, such as a teaching strategy development, providing proper stimulus for timely response, drilling the learnt responses, increasing the responses by additional activities. Teaching strategy helpful for teacher in teaching activity, and for students to develop ability and knowledge in learning English. The selection of strategies must also be appropriate, because it can help the developmental level of the students to learn vocabularies quickly and easily. Many teaching strategies need to be apply and selected appropriately by teachers.

In several countries, education systems are facing a number of students who decide to enrol in teacher education programmes and the number of new teachers entering the teaching profession are among the key factors for a successful renewal of the teaching staff population (Commision, 2019). Moreover, Amankwah, Oti-agyen and Sam (2017) defined pre-service teachers are university students who do teaching training in educational institutions and will prepare the successful progress of their educational field career. In other words, Ibrahim and Ibrahim (2014) who had opinion that “ the teaching profession should be for those who are intellectually competent, effective and efficient decision-makers, creators of warm classroom environment, seekers of alternative strategies and possessors of professional interest and pride” (p.88). For this reason, pre-service teacher needs students in real area to measure the ability of pre-service teacher in teaching and understanding how to prepare teaching strategy effectively to meet the needs of

the students. Pre-service teachers at English Language Education Department of Private University in Yogyakarta join the program of teaching training called as the internship program. Internship program have vital role in teacher education programs in terms of pre-service teachers' ongoing professional development

Internship program is an experiential education-learning program that provided by English Language Education Department of Private University in Yogyakarta. Students of English Language Education Department have to participate the teaching practice in the internship program that can help pre-service teachers improve their teaching skill. The concept of an internship is to put learning into practice—to extend learning into applied experiences in which students actively participate. Internship program lead the pre-service teachers to facing classroom and real-world experiential learning—independent study and work (Merritt, 2008). Internship program intended to make pre-service teacher to reach their knowledge about teaching profession and to improve a positive emotional feeling and favourably prepared towards teaching profession, it is to become potential teacher in teaching (A.Ibrahim & S.Ibrahim, 2014). In the odd semester, pre-service teachers should follow guidance and advice from internship program mentors and they will learn teaching practice.

The researcher had some experienced as a pre-service teacher in internship program at first semester until sixth semester. The researcher participated in the internship program as one of the compulsory courses. During internship program, researcher can learn how to make lesson plan, syllabi, and other. The internship program offers an opportunity for the pre-service teachers' to reflect their way of teaching in real classroom. Then, they had a chance to teach elementary, junior high, and senior high school students. In the Elementary School, the researcher taught children at fourth grade and fifth grade. The researcher had planned the teaching strategy on vocabulary and

language development. In Junior High School, the researcher taught student at first grade, but researcher only taught in extracurricular class. In that time, there were various strategies used to teach the students such as vocabulary and language development, metacognition and authentic assessment. In Senior High School, the researcher taught eleventh second grade students. The researcher had an opportunity to teach the student three times and the teaching lesson plan that used were vocabulary and language development and guided interaction. After practicing as a pre-service teacher in the internship program, the researcher can get new knowledge and skills to improve her experience about the teaching very well, before facing a real-world teaching area. Moreover, Ulla (2016) added that pre-service teacher training is one of needed aspects of every teacher's education curriculum as it prepares students-teachers to be skilled and more qualified in the future.

In internship program, pre-service teachers had been familiarizing and instructing strategies of teaching vocabulary to the students. Pre-service teachers need to assist students to take responsibility for their own learning by using pre-service teachers' strategies in teaching vocabulary such as note taking, keyword method, or word list (Schmitt, 2000). Teaching vocabulary was not easy for pre-service teachers, there difficulties will faced by the pre-service teachers in teaching vocabulary. Based on the researcher experience, the result showed that most of students was confused when the teachers asked them to translate some words, sentences and text. Most of student were do not know many vocabularies, because the student were lazy, easy to feel boring, and difficult to remembering the words, even though their teacher has given bundle of vocabulary material or list. Mostly teacher had done used traditional teaching techniques such as giving definitions, doing oral drills and doing writing practice. Moreover, that technique made students bored and affect in students achievement in academic. That are one of the many

difficulties faced by pre-service teacher, the researcher wanted to know more about some factors caused the difficulties of teaching vocabulary. The experience of teaching program made the researcher interesting in the fact that are explained above, especially concerned to think what strategy to be applied and how to arouse the attention of students to study vocabulary that can help students achieve their goal in study. McCarthy and Carter (2003) said that predicting what learners will need in the way of vocabulary is important in selecting strategies and creating a sense of need for a word to the students. The pre-service teachers really need a strategy that easy to prepare, easy to manipulate, attractive, suitable for students' characteristic and relevant to objective lesson (Aini 2013 cited in Syandri 2015). Pre-service teachers already have an opportunity to develop their skill and learn vocabulary-teaching strategies from professional teacher when they joined internship program.

Therefore, the researcher aims to explore pre-service teachers' difficulties and strategies in teaching vocabulary during the internship program. The researcher had expectation of pre-service teachers' teaching strategies to struggle under difficulties in teaching vocabulary and need to increase student's capability to mastering vocabulary. The researcher believed that the student who have large vocabularies will success in learning process and researcher could get a lot of information about pre-service teachers teaching strategies in internship program. Therefore, the researcher believe that the difficulties faced from teaching vocabulary can bring teachers to the most effective in providing effective strategies to their students. From this case, the researcher were interested to identifying the pre-service teachers' strategies in teaching vocabulary during the internship program.

Identification of the Problem

One of the important aspect included in teaching English is teaching vocabulary. Students need to master vocabulary to improve student's achievement in learning English and enhances students' communication in English. Ideally, pre-service teachers need many strategies in teaching vocabulary to improve students' vocabulary in internship program especially in educational stages such as primary education, secondary education and tertiary education. Pre-service teacher may face some difficulties while teaching vocabulary, it is not easy to learn vocabulary because there were so many words needed to remember by students yet the students are not familiar with. Therefore, the researcher want to find out what kinds of strategies are taught by pre-service teachers of English Language Education Department and the difficulties will be faced in teaching vocabulary.

Delimitation of the Problems

The researcher utilized a delimitation of the study in order to obtain specific finding and focus to the result of the study. The objective of the study was to reveals pre-service teachers' strategies in teaching vocabulary and pre-service teachers' difficulties in implementing teaching vocabulary during the internship program. Moreover, the methodology used in this study is qualitative. The significant reason behind this decision is because the researcher underlines result the pre-service teachers' as the person who applies it. The selected pre-service teachers in English language Education Department of private University of Yogyakarta will be interviewed, so that the rich data will be found.

Research Question

The researcher has proposed the research questions for this research. There are two main research questions as a research guideline. The research question in this research are as follows:

1. What are the difficulties faced by the pre-service teachers in teaching vocabularies during the internship program?
2. What are the pre-service teachers' strategies to overcome the difficulties in teaching vocabularies during the internship program?

Research Objective

Based on the research question, the purposes of the research can be:

1. To find out the difficulties faced by the pre-service teachers in teaching vocabularies during the internship program.
2. To find out the pre-service teachers' strategies to overcome the difficulties in teaching vocabularies during the internship program.

Significance of the study

This study was giving some benefits and hope will be useful for the lecturers, Pre-service teachers, students, supervising teacher and other researchers.

For the lecturers. The researcher hopes that this study can give more knowledge about the pre-service teachers' strategies and the difficulties in teaching vocabulary during internship program. From that aim, researcher hopes that this study can be as a reference for lecturers when they teach vocabulary through using various strategies. It is useful to give conclusion to lecturers who face the same difficulties in teaching vocabulary.

For the pre-service teachers. This study give beneficial source to pre-service teachers who teach vocabulary during internship program. It can be useful to pre-service teachers who faced same difficulties and give suggestions to pre-service teachers in teaching vocabulary. In addition, this study becomes a problem solving which can help pre-service teachers to face the difficulties well through implementing the strategies.

For the students. This study can give beneficial to students who learning about vocabulary that pre-service teachers' can taught vocabulary by using appropriate and fun teaching strategies. Additionally, the researcher hopes that the students can get more motivation for learning vocabulary and cooperatively work to help pre-service teachers to reduce the difficulties in teaching vocabulary.

For the mentor teacher. This study can make mentor teacher from each school know the pre-service teachers' strategies in teaching vocabulary during internship program. They will know what strategies that mostly used by pre-service teachers in teaching practice and they will know the pre-service teacher difficulties after choosing that strategies. The supervising teacher can give some advices to pre-service teacher to choose the appropriate strategies and give suggestions to pre-service teachers who face difficulties in teaching vocabulary.

For other researchers. The result from this research will also can give benefit for other researchers to get a reference that would enable them to carry out the similar topic area or study. By reading this research, the other researchers are expecting to gain much information to improve their knowledge about pre-service teachers' strategies in teaching vocabulary during internship program. Later, the other researchers can help them to complete their study related to the similar topic area.