

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the researcher presents about background of study, research question, objective of study, significance of study, scope and limitation of study, and definition of key terms.

#### **1.1 Background of Study**

English now is one of the languages used in a variety of education and other field of life. The role of English in the development of these fields is very important. For this reason, English is the foreign language taught in many countries all over the world. In Indonesia, formally English was taught to the students as a subject from the Junior High School to University. It is one of the foreign Languages for Indonesian students that must be mastered.

The primary goal is not fun, but it is well accepted that given several activities which help children acquire an established objective, using those the student enjoy most is more fruitful. It is permissible for learning to be enjoyable.

In presenting English, especially vocabulary, the teacher should be creative in choosing the materials and able to stimulate the students' interest. The teacher needs to manipulate some strategies to support the teaching and learning process. Palmberg in Kurniawan thesis (1986:15) states that vocabulary acquisition in foreign language learning has received rather insufficient attention

from applied linguistics and has been largely neglected by recent development in research.

Vocabulary is the most important factors in English. We need to master it well. The learner should comprehend and high confident to use it in front of speaker especially how to communicate with a good vocabulary building in each vocabulary. Vocabulary has important role to use as tool of communication. Since vocabulary is very important for the student who studies English, higher interest should be given to it.

Teaching young learners or students of Elementary school is not the same as teaching adults because they have different characteristics and motivation, as stated by Helaly “Unlike adults, children are not self motivated and do not have an immediate need to learn English. They are not concerned with a job or university degree that required knowledge of English. Their daily games, events of interests to them, new knowledge is that may ask. (Helaly 1987:49)

According to Harmer (2001:38), young children especially those up to the ages of nine or ten to learn differently from older children, adolescent, and adults get easily bored, losing interest after ten minutes or so. The teaching of English as foreign language for Indonesian students takes rather differently from the teaching of Indonesian as a mother tongue. It is because students to some extent have had special concept of their native language that is different from the English.

“The first man who is responsible for the teaching learning process and the achievement of the goal of teaching is a teacher. The student in mastering the subject will greatly depend on the presentation of the material given by the teacher

besides the ability of the student themselves. The teacher may use the goal formulated as a guide in choosing the method of the teaching” (Surakhmad Winarno, 1984: 44).

According to Carol J. Fisher and Terry, *Children’s Language and the Language Art* (1997, P. 94), introducing a foreign language to children is challenging and not as giving a toy to the crying child. It happens because children are unique in their characteristics and have a special way of learning a new thing. They acquire knowledge by asking, listening to people around them and also experienced things. Through these acquiring children develop their vocabulary.

Vocabulary is one important aspect in learning a foreign language. Without a proportional amount of vocabulary anyone will get trouble in her speaking, reading, listening, and writing. Without a shred of doubt, the researcher said that the acquisition of vocabulary would help people in gaining, understanding, and also enhancing the process of knowledgeable transferred for a better life.

One of the aims of teaching English in Elementary School is to enhance students to be able to understand English words which they might find in their environment. In fact, students often find problems in learning the words. So it needs more teachers’ attention to make the transfer of the vocabulary process easier to grasp and more fun to learn. To do this hard job, teachers are hoped to have ingenuity in teaching by using any kind of teaching aids that already exist in their environment.

There are several studies in teaching vocabulary strategies in elementary school, this methodology has been tested by Gaeda (2009) who found that use guessing word strategies in teaching English vocabulary making the transition to independent learning can be easier and more efficient.

Second, Pique C. Edelma (2000) reveals that ruled the ball of vocabulary learning by turning the classroom into a positive and fun learning experience, making language both more significant and more memorable. It also encourages students to be active, enthusiastic, and animated.

However, only a few researches discuss about the teachers' strategies teaching English vocabulary, it is a need to help English teacher to improve skill in teaching vocabulary. Teaching vocabulary is one way to improve the students' knowledge in order to be able to build a grammatical sentence and also one difficult item complemented by teacher because many things should be concerned and it has to take good handling in order to students can understand what is the vocabulary itself.

This research is conducted to find out the information about condition of the English subject, especially in Teaching English vocabulary at MINU Trate Putri Gresik. By knowing the strategies, the teacher may achieve the purpose of teaching learning process at the fifth grade of MINU Trate Putri Gresik.

## **1.2 Research Question**

In accordance with the previous information, the researcher intended to formulate the problem as follows:

- a. What strategies are used by English teacher in teaching English vocabulary at the fifth grade of MINU Trate Putri Gresik?
- b. What is the students' response toward the implementation of teacher's strategies in teaching English vocabulary?

### **1.3 Objective of Study**

Concerning with the research question above, this study aims to:

- a. Find out the strategies in teaching English vocabulary at the fifth grade of MINU Trate Putri Gresik.
- b. Find out the students' response of the teacher strategies in teaching English vocabulary at the fifth grade of MINU Trate Putri Gresik.

### **1.4 Significance of Study**

The researcher expects that this research would provide practical and theoretical benefit:

- a. Theoretical benefit

The researcher hopes that the result of this study can be useful as a theory what strategies are used to teach English vocabulary to elementary student. Especially, for English teacher, it can be useful in giving additional input to teach English and it will enrich the theory about teaching English.

b. Practical benefit

Practically the results of this study are expected to:

1. Give contributions to English teacher, it can be information about teaching English vocabulary in MINU Trate Putri Gresik. It is hoped can help the success of teaching learning English at the elementary especially related to the effort of enriching student's vocabulary in learning new vocabulary. The teacher is able to select the most appropriate strategy to overcome the problem and the student can understand easily.
2. Be useful to the next researchers. It can be the previous study and good reference to develop other researchers about teaching English.
3. The reader will get large knowledge about strategies of teaching English vocabulary.

### **1.5 Scope and Limitation**

This study is conducted to the English teacher at the fifth grade of MINU Trate Putri Gresik. This study is only dealing with the teachers' strategies in teaching vocabulary in MINU Trate Putri Gresik.

### **1.6 Definition of Key Terms**

- a. Strategy is a process of individual behavior which modified or changed through practice or learning on the other hand.

- b. Teaching is the way to give information or knowledge to students by using interested method.
- c. Vocabulary is a list or set of words for a particular language that usually grows and evolves with age especially for beginner's level. It usually consists of simple words like: persons, animals, or things in the classroom.