

CHAPTER I

INTRODUCTION

This chapter is an introduction about research. It describes how and why the research was conducted. The details of the research are described as follows: background of the study, problem of the study, objective of study, scope and limitation of the study, significances of the study, and definition of the key terms.

A. Background of the Study

Vocabulary is one of the language components and it important aspect to learn by English learners. Having many vocabulary it is easier for us to communicate with people. Vocabulary is needed to improve the four of language skills that consist of listening, speaking, reading and writing. According to Wilkins (1972), “Without grammar little can be conveyed, without vocabulary nothing can be conveyed.” Indeed, people need to use words in order to express themselves in any language and also English language.

The use of teaching strategies in teaching vocabulary is very necessary to facilitate the students’ learning process so that they can achieve optimal learning outcomes. Without a clear strategy, the teaching and learning process is not directed and the learning objectives set do not take place according to lesson plan. Thus, the teacher makes an interesting learning strategy for students so that learning objectives can be achieved.

In teaching and learning process, Vocabulary should be learned with all aspect of vocabulary or words. The aspects of vocabulary is not just the word's meaning, but it also related with how it is spelled, how it is pronounced, how it is inflected (i.e. how it changes if it is a verb, noun or adjective), other grammar information about it, and how it collocates or what other words are often used with it. The learners has an important job to memorize it. So, the teacher should create an effective ways or technique to help the learner to memorizing vocabulary. In the reality implementation of teaching and learning process, not all teacher give the all aspect vocabulary or words when they teach vocabulary. The learner also just learn a part of the aspect of vocabulary or words especially the meaning of the words. It will not give a complete understanding of vocabulary.

The implementation of teaching and learning vocabulary is quite different with the theory. According Saputro (2013) argues that even though students realize the importance of vocabulary when learning language, most students learn vocabulary passively due to several factors. First, they consider the teacher's explanation for meaning or definition, pronunciation, spelling and grammatical functions boring. In this case scenario, language learners have nothing to do in a vocabulary learning section but to listen to their teacher. Second, students only thing of vocabulary learning as knowing the primary meaning of new words. Therefore, they ignore all other functions of the words. Third, students usually only acquire new vocabulary through new words in their textbooks or when given by teachers

during classroom lessons. For example, learners find many new words in a context or text and then ask the teacher to explain the meanings and usages.

Many learners do not want to take risks in applying what they have learnt. Students may recognize a word in a written or spoken form and think that they already "know the word", but they may not be able to use that word properly in different contexts or pronounce it correctly. From this differentiation of the theory and implementation, it's the teacher job to correct the incorrect habit from the learner in learning vocabulary at the teaching and learning vocabulary process.

There are several studies entitled teachers strategies in teaching English vocabulary that has been carried out by several reacherches in recent years that used by researchers as a reference. The first research is a study entitled was written by Fetria (2016) which has title "Teachers' Strategies in Teaching English Vocabulary (A Study of the English Teacher of State Junior High School Kecamatan Lima Kaum)". This study aimed at finding out the teachers' strategies in improving students' vocabulary and the researcher found teacher strategy in teaching vocabulary and the strategy divide into three parts. Presentation strategy, Practice strategy, Strategy for strategy training.

The second research was done by Mishanila (2019) which has title "Teacher's Strategies in Teaching English Vocabulary to Young Learners at Excellent Mandiri School in Academic Year 2018/2019" The finding of this study was the teacher only used three strategies in teaching English vocabulary they are translation, enumeration and explanation.

This study specifically discussed the Analysis On Teacher's Strategies In Teaching English Vocabulary. This is what made the writer interested in making SMPN 2 Kunjang a research location. In this school, the author will examine the analysis of teacher strategies in teaching English vocabulary.

The reason the researcher is interested this is that the teacher who teaches vocabulary at that school is experienced in teaching English vocabulary. So, the researcher was interested in studying the strategy teacher at the school. This research was conducted to find out the teacher's strategy for teaching vocabulary, and as for that to find out the impact of the teacher's strategy are in teaching. The results of the research can be used by the teacher to find out what strategies the teacher made for teaching. This can be taken into consideration by the teacher when teaching and choosing learning media so that students can understand the explanation when the teacher teaches.

So far, based on the explanation above, This study aims to teaching strategies in English learning by English teachers in teaching english vocabulary because the teaching strategies in English learning can have a good impact on the students. Therefore, this research is entitled An Analysis on Teachers' Strategies in Teaching English vocabulary.

B. Problems of the Study

Based on the background of the study the researcher formulates the problems, and the research questions :

1. What are the strategies used by teacher in teaching English vocabulary?
2. What are the impact of the strategies used by teacher in teaching English vocabulary?

C. Objective of the Study

People who require research usually have a particular target in mind.

This research aims :

1. To find out the strategies used by teacher in teaching English vocabulary?
2. To find out the impact of the strategies used by teacher in teaching English vocabulary?

D. Scope and Limitation of the Study

This study focused on teacher's strategies in teaching English vocabulary at the eight grades of SMPN 2 Kunjang. The focus is on analyzing strategies and impact used by the teacher's.

E. Significance of the Study

The result of this research is expected to be useful and meaningful for:

1. Teacher

The result of this research hopefully can develop their strategies in teaching English vocabulary. It is hoped that they can be more creative in varying they strategy in improving students' vocabulary.

2. Students

Hopefully, the result of this research is hoped to help students easily in learning vocabulary and do not bored during the class. Therefore, it will

be easier and interesting for students in learning vocabulary and success in vocabulary mastery.

3. Researcher

The result of this research gave significant information for researcher herself about the problem in teaching English and also the strategies used by those English teachers in improving student's vocabulary. It is also hoped that the result of this research can give meaningful experience for the researchers someday in the future when she acts as an English teacher.

F. Definition of the Key Terms

There are several terms in this research that will be focused on this research such as follows :

1. Vocabulary

Vocabulary is one of the language components and it important aspect to learn by English learners. Having many vocabulary it is easier for us to communicate with people. Vocabulary is needed to improve the four of language skills that consist of listening, speaking, reading and writing.

2. Teaching Strategy

Teaching strategy is any planned action that the teacher chooses and applies to teaching English vocabulary especially students in junior high school.

3. English Vocabulary

English vocabulary is knowledge of words and words meaning in both oral and print language in productive and receptive forms According Hiebert and Kamil (2005). The words can come in an oral form such as those used in listening and speaking or they can come in print forms such as those words that we recognize and use in reading and writing. From the description, the researcher concludes that vocabulary is a list of words arranged in alphabetical order with their definitions.