

## CHAPTER I

### INTRODUCTION

This chapter presents the background of the study, research questions, the objective of the study, the limitation of scope, the definition of key term, the significance of the study, theoretical framework, and the organization of the thesis.

#### **1.1. Background of the Study**

English is recently taught in Elementary school. Yuliana ( 2003 : 1 ) states that since English is offered in Elementary school, young learners need to learn it; Moreover, we are living in a global era now with the flow of information which is mostly in English. As in other languages, there are four skills in English, namely listening, speaking, reading, and writing. Besides the four skills, English has three components. They are vocabulary, grammar, pronunciation. One cannot develop the skills without knowing the components, especially vocabulary. It is line with, Yasser ( 2000 : 5 ) who agree that rich vocabulary helps people to understand the new words, Therefore, vocabulary is very important in learning English.

In learning English, young learners focus on the vocabulary. Nations ( 2010 : 4 ) explains that young learners need to acquire vocabulary learning strategies, in order to discover the meaning of new words. A lot of vocabulary helps the learners to express their idea that they want to share and show while grammar helps them to arrange in a good order. These strategies also help them to acquire new vocabulary items when they see or hear. Therefore, young learners need to learn the vocabulary to be able to listen, read, and write in English. One of the efforts to enrich their vocabulary is the use of the proper medium such as a colorful textbook because coloured pictures of things in the textbook make them interesting for young learners.

Vocabulary is the key to communication. In learning English, the most important goal of studying is to be able to communicate in a new language. Mastering huge vocabularies are not just important, but crucial in daily environment. It means, vocabulary is the device for expressing the ideas, absorbing the knowledge, catching the meaning of what and other says. Nations ( 2010 :5 ) notes,” Vocabulary is not an end it self. A rich vocabulary makes the skills of listening, speaking, reading, and writing easier to perform.” It means that having a lot of vocabulary are able to make the kinds of fully concentrate about the correct spelling, pronunciation in order to find a precise sentences and appropriate expressions during the conversation that is going on. In other words, vocabulary is learned through focused, conscious study, but even more commonly in direct manner through listening and reading by using contextual to find out the meaning.

In the writer’s experience in playgroup and kindergarten, her teacher teaches the vocabulary by using dictation, pictures, and TPR Drawing. In TPR Drawing, her teacher expected the writer to draw the vocabulary based on the topic given by her teacher. One effort to motivate the writer in learning English, her teacher asked her to color the pictures of vocabulary. In order to create the situation of the class fun, her teacher brought puppet in the class. As the writer knew in Saint Maria elementary school Blitar, the writer’s teacher gave the copy of the vocabulary to be stick in the book. Then, her teacher asked her to write the words in her notebook several times. After all of the students wrote the vocabulary in the book, the writer’s teacher asked one student to read and write vocabulary on the blackboard.

## **1.2. Research Questions**

This study focuses on the techniques used by the English teachers to teach vocabulary to the Elementary School students in the selected course. The research question is formulated as follows :

What are the techniques used by the English teachers to teach Vocabulary to the elementary school students in the selected English course?

The minor questions are as follows :

- a. What techniques are used by the English teacher A in teaching vocabulary to the elementary school students?
- b. What techniques are used by the English teacher B in teaching vocabulary to the elementary school students?

## **1.3. The Objectives of the Study**

In this study, the researcher is mainly going to find out the techniques used by the English teachers in teaching vocabulary to the elementary school students in the selected English course. Furthermore, the researcher also wants to :

- a. To find out the techniques used by the English teacher A in teaching vocabulary to the elementary school students in the selected English course.
- b. To find out the techniques used by the English teacher B in teaching vocabulary to the elementary school students in the selected English course.

#### **1.4.The Limitation of Scope**

It is interesting to know the techniques used by the English teachers in elementary schools in teaching English in general. However, this study only focuses on presenting the techniques of teaching vocabulary applied in the elementary school of a private English course in Surabaya.

#### **1.5.The Definition of Key Term**

There are two terms in this study. They are teaching techniques and teaching vocabulary.

Teaching Techniques :

Teaching techniques are the activities which are used by the teachers in the class to implement the methods to be more specific (Dhan, 2008).

Vocabulary :

Vocabulary are the list of words which are used by the teachers and the students in the class ( David, 2003).

#### **1.6.Significance of the Study**

The study is useful for the researcher herself but also for other researchers who do not only do similar research in teaching field. This study helps both researcher and other researchers to enrich the student's vocabulary in learning English, hence, they will be able to participate actively during the teaching and learning process.

## **1.7.Theoretical Framework**

The main underlying theory of this study deals with the theory of teaching approaches in language. Approaches in language teaching is the way to know the student's characteristic. It is to know the students are active or passive. Teaching approaches is applied through methods. Teaching methods is the teacher's procedure or plan which is made by the teacher during the teaching and learning process more enjoyable. This teaching method is applied in the variety of the techniques of teaching vocabulary. Teaching vocabulary techniques is the activity which is created by the teacher in teaching English during the teaching and learning process.

## **1.8.The Organization of the Thesis**

The thesis contains five chapters. The first chapter consists of the background of the study, research questions, the objective of the study, the limitation of scope, the definition of key terms, the significance of the study, theoretical framework, and the organization of the thesis. The second chapter presents the theory of teaching English to young learners, techniques for teaching vocabulary, and the characteristic of young learners. After explaining all of theories, the writer will explain the previous study. The third chapter describes the design, the subjects, the instrument, and the procedure of the data collection, and data analysis. The fourth chapter explains about the findings and the discussion. The fifth chapter presents the conclusion and the suggestion.

