

CHAPTER I

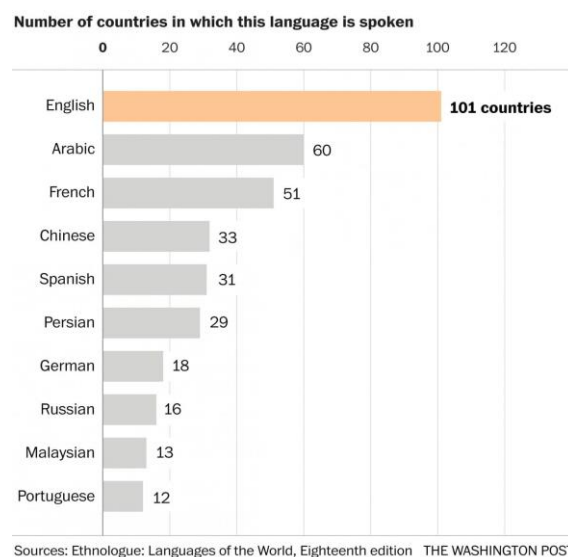
INTRODUCTION

Chapter one discusses the background of the study, statement of the problem, objectives of the study, theoretical frameworks, the assumptions about the study, scope and limitation of the study, significance of the study, and definition of key terms.

1.1 Background of the study

English is a language that is commonly studied throughout the world. Especially in this Era of global competition makes English become the most important language to learn. Almost everyone learns English as well as in Indonesia. Here is the diagram of number of countries which speak using English:

Figure 1.1. Number of countries in which English language is spoken



According to Noack and Gamio (2015), English is the language which is used by most countries in the world followed by Arabic, French, Chinese, and so on. Through this diagram, we know that English is the most used language compared to other languages. Therefore English is a very important language in the world.

English has been taking a big part in the world such as education, trade, businesses, and so on. Therefore, English becomes the connector language by people who comes from another country. By understanding English, we could communicate with other people from various countries, find a proper job in this competitive industry, and also we could understand the movie or even the songs that we like.

However, according to Curriculum 2013 English is not a compulsory subject but as a local content where the students may choose whether they want to take part in the class or not. Even though English is not a compulsory subject, but many schools still make English as a compulsory subject considering how important it is to learn English from an early age.

To master English is not a piece of cake. The learners have to learn the four skills in order to master English which are listening, reading, writing, and also speaking. All of these skills are inseparable from each other. However, to learn all of these skills we need to learn more the basic things which is the words. Here the words are the vocabulary.

Vocabulary is the most important aspects in learning language as the first thing that we learn in language is the words itself. The more the learners master the vocabulary, it will be easier for the learners to communicate with other people. Therefore vocabulary has a huge influence on the English learners to understand what the speaker said. Wessels (2011) believes that vocabulary knowledge is essential to students' academic success which means if the learners do not understand the words, the learners probably will face a difficulty in interpret the whole meaning. As Ghazal (2007) points out that vocabulary is central to language and is of great significance to language learners. In short, the learners should learn the vocabulary more in order to master English.

In school, it is the duty of the teacher to teach the students. The teacher plays an important role to make the students understand the material well, especially in teaching grade 3 students. Cameron (2001) defines the term of young learners as children between five and twelve years of age. As the average age of third graders were around in eight or nine years old, therefore third graders were categorized as young learners.

In teaching English, the teacher has to be aware in applying the method on how to teach vocabulary to the students. The teacher also needs to find a suitable strategy to teach the vocabulary in order to make the students understand the words in an easy way. According to

Richards (1986), strategy means a plan or conscious action taken by the learner to make learning easier, faster, and more enjoyable, more self directed, more effective, and more transferable to new situation. It means every teacher who teach English especially vocabulary needs to find a suitable method or strategy to teach vocabulary to the learners, so the learners will learn the words easier and faster.

The writer conducted the study because the writer found not all students are using English in their daily lives. It is very rare to find a young learner who understands many vocabulary while the others find it difficult to use English in their every day language because of limitations in understanding the vocabulary.

This study therefore was aimed to discover the strategies used by an elementary teacher in teaching vocabulary to the third grade students of elementary school.

1.2. The Research Questions

The study is an attempt to see the strategies used by an elementary school teacher in teaching vocabulary. The central questions formulated are:

1. What strategies used by an elementary school teacher to teach vocabulary to grade 3 students?
2. Why did the teacher use the strategies in teaching vocabulary to grade 3 students?

1.3. The Objectives

The writer make the research about the strategies used by an elementary school teacher in teaching vocabulary to find out whether the teacher use some strategies in teaching vocabulary to elementary students especially to the third grade students. Also, the writer wants to know whether the strategy that the teacher used in teaching vocabulary to elementary students is useful.

1.4. Theoretical Frameworks

a. Vocabulary

Vocabulary is the words that every learners first learned when they learn about the language. According to McCarthy (1990), vocabulary is defined as words in a specific language of language that have meaning. It means there are no word has no meaning. Every words are meaningful. The knowledge of vocabulary in learning is very important because it will have an effect on the learners. Wilkins (1972) also argued that while without grammar very little can be conveyed, without vocabulary nothing can be conveyed. If the learners lack of vocabulary it will be hard for them to understand a reading in target language, to understand the listening, or even to speak in target language. Therefore the learners should learn about the vocabulary first before the learners learn the other things such as grammar, listening, reading, writing, and speaking.

b. Teaching Strategies

Teaching strategies refers to the method that the teacher use in the classroom. Every teacher needs a strategy to be applied in their teaching to make the students understand the materials well. However, what kind of strategy and how to use it always be the problem in teaching. The teacher has to apply an appropriate strategy in teaching the materials because if the teacher use inappropriate teaching strategy, it will affect the students. Referring to Wena (2009), strategy is the way and the art of using resources to achieve specific objectives.

Teaching Strategy itself has been defined by several experts. Hamruni (2009) defines teaching strategy as a teaching activity that has to be done by the teacher and the student so the purpose of the teaching can be reached effectively and efficiently.

1.5. The Assumptions

This study is based on the following assumptions.

1. There are many strategies to teach vocabulary to third grader.
2. Vocabulary is an important skill that every learner should learn.
3. English teacher knows many strategies for teaching vocabulary to third grader.

1.6. Scope and Limitation of the Study

The writer limits her research to the English teacher of third grade students of X school in Surabaya. She chose the school and the third grade students as the subject of her study due to the problem that the writer found.

The specific aspect that the writer investigated was the strategies the teacher used in teaching vocabulary to the elementary students, especially to the third grade students. The writer wanted to find out the strategies used by the English teacher in teaching vocabulary to the third grade students.

1.7. The Significance of the Study

Practically, the data and information obtained from this study are expected to give a somewhat clear picture about the strategies that can be used by an English teacher to teach vocabulary. This study was expected to be a basis for selecting the right strategies for teaching vocabularies so as to help the students learn better.

Theoretically, the findings are expected to make the teacher become aware in choosing the strategies to teach vocabulary to third grader.

1.8. Definition of Key-terms

In this study, there are three key terms that were used. In here, the writer gave the explanation of each key terms to avoid misunderstanding as follows:

a. Vocabulary

Referring to Hornby (1987), vocabulary is a total number of words which make up a language. Thornbury (2002), also divides vocabulary into two groups. The first one is receptive vocabulary or passive vocabulary which refers to the words that the learners can recognize and understand when they read or listen to someone. The second one is expressive vocabulary or active vocabulary which refers to the words that the learners can understand and pronounce its words correctly.

b. Teaching strategies

Strategy comes from a Greek word, *strategia* which is defined as “public art” or art of a commander who is normally used in warfare. Also, in Merriam Webster Dictionary, strategy (strat-e-gy) means a method or a plan which has been prepared carefully. Hamruni (2009) stated that teaching strategy is a teaching activity that has to be done by the teacher and the student so the purpose of the teaching can be reached effectively and efficiently.

c. Vocabulary strategies

In Merriam Webster Dictionary, strategy means a method or a plan which has been prepared carefully to achieve certain goals. Hornby (1987) classified vocabulary as a total number of words which make up a language. It can be concluded that vocabulary strategies are a method used to achieve a certain level of vocabulary acquisition. The learners

have to use several strategy in order to help them to be successful in their learning.