CHAPTER I

INTRODUCTION

This chapter introduces the present of the study. The first step to begin with, before going further to the complexity of this study, it is better to take a look at the introduction of this study first. In this chapter we are going to discuss: it is provides background of the study, a brief explanation about framework of this study, reason for choosing the topic, scope of the study, research questions, aims of the study, significance of the study; the importance and the contribution of the study, research method of the study; research design, data collection, and data analysis, clarification of the terms, and organization of the paper.

1. Background of the Study

English has become a primary need because there has been high a demand of English fluency to communicate with other people from various countries. In order to make good communication, people must have enough vocabularies, grammar, which they understand and use. Considering this need, English as a foreign language is taught at the early age, hence in Indonesia, English is generally taught since kindergarten.

Vocabulary as one of the language skill elements has an important role for young learners in learning foreign languages. Teachers teach students how to use vocabulary, to convey their ideas, feeling, and knowledge. It also means that

teaching speaking; writing, reading, and listening cannot be separated from teaching vocabulary. Vocabulary is one of language competence, which enhances the skill in language. Cameron (2001:72) proposed that vocabulary is central to the learning of a foreign language at primary level.

Vocabulary development in children's language in language learning is not only about learning words, but also it is about much more than that. Vocabulary development is also learning formulaic of phrases or chunks and finding words inside them (Cameron, 2001:73). Children will ask what a particular word means, and how to say the word in foreign language. Children may use the same words as adults; they may not hold the same meanings for those words (Vygotsky 1962; Wertsch 1985, as cited in Cameron, 2001:73).

Children's language competence will develop if their vocabularies are also increasing. For that reason, the teachers have an important role to build the students' vocabularies. Moreover, Linse (2005:121) proposed that it is important to help young learners expand their vocabularies through formal and informal instruction. For formal instruction, we will want to teach students the meanings of words and ways to uncover the meanings of word through direct instruction. Informal instruction is non-rule oriented approach.

Children have special characteristics and needs, so teaching English for young learners is considered to be a complicated and challenging activity for English teacher.

Some previous studies said that teaching English vocabulary at sample school seems boring because most teachers sometimes use grammar-translation method in teaching process. The grammar-translation method has little to offer, especially in oral proficiency aspects. Students do not have opportunity to practice oral language. Besides, Brown (2001) stated that grammar-translation method has no sufficient amount of comprehensible input because in teaching-learning process. Teachers speak in their native language in the model of sentence, reading, and exercise.

In young learners classroom, especially at the beginning stages of learning a language, teacher often talk a lot in the target language because they provide language input (Pinter, 2006). Teachers' talk helps children to get used to the intonation patterns and the sounds of the language. Teachers' talk and comment on what is going on as they point to picture in the book or on the classroom wall, or they mime something. As children listen, they engaged in working out what is going on and for some of the time they may choose to remain silent just absorb the language.

In order to handle the problems in young learner classroom, teachers should know the factors in teaching such as methods, strategies, techniques, materials, and students. Evans and Lang (2006) said that a good method was useless in teacher's hand who did not know how to use it and a good teacher could not be effective if she/he used bad method.

Therefore, there are several methods and strategies which are used in teaching language to develop quantity and quality of student's vocabulary. Musthafa (2008) mentions the following strategies (the use of story telling, games, TPR, songs, and varied media) as non-conventional strategies which according to many research studies are developmentally appropriate for young learner. Some experts also offer to the teachers several methods such as Direct Method, Communicative Language Teaching (CLT), and Total Physical Response Method (TPR) to teach vocabulary to young learners.

This study highlighted teacher's strategies in teaching English vocabulary to young learners in the classroom. It can have impact to the success of students' learning process. O'malley and Chamot (1990: cf. Herrel and Jordan, 2004) suggest that effective foreign language learners are aware of the learning strategies they use and why they use them.

Accordingly, within the field of vocabulary learning, there are many strategies suggested by the expert. Herrel and Jordan (2004) for instance argues that it is more efficient to spent class time on the strategies of (1) using visual scaffolding (2) using word parts techniques to remember words, and (3) using vocabulary cards or to remember foreign language.

Related to the statement above, the study is important to explore the teacher's strategies in teaching English vocabulary to young learners in foreign language. However, the research on the teacher's strategies in teaching children vocabulary is still few; therefore, to present study is set out to investigate the

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strategies used by the elementary school teacher in teaching English vocabulary to young learners. The study is also intended to explore strategies applied. At last, investigate the difficulties faced by the teacher in teaching English vocabulary to young learners.

1.2 Reason for Choosing the Topic

There are several reasons for the researcher to choose this topic. The first reason is that the researcher attempts to find out what strategies are applied by teacher in teaching English vocabulary to young learners. The second is that the researcher wants to know what the difficulties faced by the teacher.

1.3 Scope of the Study

As a descriptive study, the analysis is the research emphasized in-depth (Zòltan, 2007). Therefore, the scope of the study would be solely focused on the strategies applied by a teacher in teaching English vocabulary to young learners and the difficulties faced by the teacher in teaching English vocabulary to young learners

1.4 Research Questions

Though most teachers believe that vocabulary mastery is important to assist students' learning in all language skills, the attention towards the vocabulary is still neglected by most English teachers by leaving the strategy training in their teaching. By taking the facts in consideration, this study seeks to probe some problems that are formulated in the following questions. Those are:

1. What strategies do teacher use in teaching English vocabulary to young learners?

2 What are the difficulties experienced by the teacher which appear in process of teaching English vocabulary to young learners?

1.5 Aims of the Study

In line with the research questions above, the study is conducted to: (1) show the kinds of strategies are used by teacher in teaching English vocabulary to young learners and explore the strategies that teacher applied, (2) reveal the difficulties faced by the teacher in teaching English vocabulary to young learners.

1.6 Significance of the Study

The study is mainly to show the teachers' strategies that the English Course teacher applied in teaching English vocabulary to young learners in the classroom and explore teacher's strategies in teaching English vocabulary to young learners, and to reveal the difficulties faced by the teacher in teaching English vocabulary to young learners.

Through this study, it is expected that it will give some beneficial contribution to teaching-learning field, and will enrich the literature about vocabulary learning strategies research, as well as English teachers. The first, the attempt to investigate the teacher's strategies in teaching vocabulary is expected that it will arise the English teacher's awareness of the importance of the learning strategies. Second, the variety of vocabulary learning strategies can help student to learn not only to know but also to use words. By that awareness, the teacher,

hopefully strives to explore their ability to provide as many techniques as possible on the purpose of developing the strategies to assist the students' learning.

Hopefully, the result of the study will help teachers to be able to select and determine which strategies are helpful and prevalent with their students' need so that in the future they will enhance those strategies in the classroom. It is also hoped that teachers will find better ways to encourage their students to apply new strategies as well as to strengthen the ones that already have.

1.7 Research Methodology

The problems of the study are what strategies applied by a teacher in teaching English vocabulary to young learners and what difficulties faced by the teacher in teaching English vocabulary to young learners. The research methodology used in this study is descriptive research and analyzed in qualitative approach. Gay (2007:175) stated that descriptive research, or survey research, determines and describes the way things are. It involves collecting data to test hypotheses or to answer questions about people opinions on some topics or issues. Qualitative research is descriptive in which the researcher is interested in process, meaning, and understanding gained through words or pictures (Cresswell, 1994). This method is appropriate because it can describe or present existing phenomena related to teacher talk, and the classroom itself.

The respondents are focuses on one of the English teacher and 13 students of fifth grade in one of the English Course in Cimahi. The study allows conducting in-depth to analysis teacher's strategies and the difficulties faced by teacher in teaching English vocabulary to young learners.

1.7.1 Data Collection Techniques

In conducting the study, the researcher employs the following procedures:

1. Data collection

The data of the study will gathered through instruments such as observation (video-recording) and interview.

a. Observation (video-recording)

The observation (video-recording) will be applied to capture phenomenon about teacher's strategies and teacher's difficulties in teaching English vocabulary to young learners.

b. Interview

The researcher uses interview in order to get the in-depth information related to teacher's strategies and teacher's difficulties in teaching English vocabulary to young learners.

1.7.2 Data Analysis

After collecting all data from observation (video-recording) and interview, the researcher analyzed the data using some following steps adopted from Suherdi's framework (2008:46).

- **Step 1. Transcribing the video-recording**

The researcher gained main data from observation (video-recording) taken from three lessons. The data obtained are transcribed in order to display the language used in the class.

- **Step 2. Coding and analyzing the data**

After transcribing all video-recording and interview, the transcripts are coded using labels. Based on video-recording and interview the involvement of teacher, students, and interviewer. They are coded using labels teacher (T), student (S), students (Ss), and interviewer (I). Coding assists to ease the identification of the phenomena occurred, the calculation of the phenomena, and the tendency of the findings as well as to determine the categorization and sub-categorization (Alwasilah, 2002:159).

The steps are essential because (1) they enable the researcher to identify the phenomena, (2) they allow the researcher to conduct quantification of frequency, (3) the quantification of frequency shows the tendency of findings, and (4) they enable the researcher to categorize or subcategorize findings (Alwasilah, 2002:159).

- **Step 3. Interpreting the data**

In this step, the researcher attempted to answer the research questions formulated in chapter 1. The researcher identified the phenomena of teacher's strategies and teacher's difficulties in teaching English vocabulary to young learners from the

coded data. Since, the researcher proposed two research questions, the findings are connected one to another in order to obtain phenomena and presented them into deep discussions.

- **Step 4. Conclusion**

The findings and discussions will be presented into deep conclusions and suggestions to illustrate the objective of research.

1.8 Clarification of Terms

In order to avoid unnecessary misunderstanding, some terms are clarified as follows:

1. **Teacher's strategies.** It refers to a conceptual planning of the learning should be done by teacher to achieve the language target in one of the English course in Cimahi.

2. **Teaching English to young learners.** Teaching English to young learners refer to teaching English as a foreign language to children of five to twelve years old in one of the English courses in Cimahi.

3. **Vocabulary.** Vocabulary is one of language components, which enhances the skill in language.

1.9 Organization of the Paper

The study will be presented into five chapters. Each chapter is subdivided into subtopics that elaborated the given issue as follows:

CHAPTER 1: INTRODUCTION

In this chapter, the paper will elaborate the background of the research, reason for choosing the topic, scope of the study, research question, aim of the research, significance of study, population and sample, method of the research, clarification of terms, and organization of the paper.

CHAPTER II: THEORETICAL FRAMEWORK

This chapter will discuss the theories, related theories, and related studies, which are used in this study.

CHAPTER III: RESEARCH METHODOLOGY

This chapter will elaborate the methodology that is used in this research.

CHAPTER IV: FINDINGS AND DISCUSSIONS

This chapter will discuss the findings of the study and will analyze those findings in discussions clearly.

CHAPTER V: CONCLUSIONS AND SUGGESTIONS

This chapter will present the conclusion and several suggestions of the study based on the analysis in chapter five.