

## CHAPTER I

### INTRODUCTION

In this chapter the researcher discusses about background of the research, problem of the research, purpose of the research, significant of the research, the operational definition, and the scope of the research.

#### **1.1 Background of the Research**

Vocabulary is one of the important aspects when people learn a language. Without learning vocabulary, people cannot communicate with others. Vocabulary is generically defined as the knowledge of words and word meanings. Stahl (2005) asserted that vocabulary is the knowledge of words which does not only imply in the form of definition, but also implies how that word and sentence connected one each other. It means that, it is impossible for someone who wants to learn a foreign language such as English without mastering vocabulary. However, the term of vocabulary covered in language skill includes listening, speaking, reading, and writing.

The other definition of vocabulary is stated by Hatch and Brown (1995: 1), they said that vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of language might use. In addition, Brown (2001: 377) viewed vocabulary items as a boring list of words that must be defined and memorized by the students, word forms are seen in their central role in contextualized and meaningful language.

Mastering English is not as easy as taking something for granted. Learners have to go through many steps and parts in learning. One of those parts is learning and mastering the vocabulary in English. According to Clouston (2013:2), vocabulary is a core to English language teaching. Without knowing enough vocabulary, the students cannot understand others or express their own idea.

In education, Teaching English vocabulary is an essential part especially when people learn foreign language as the meanings of new words. Thornbury (2002) stated that teaching vocabulary is an essential aspect in learning a language. Furthermore, it is almost impossible to learn a language without words,

even communication between human beings is based on words. Both teachers and students agree that acquisition of the vocabulary is a central factor in teaching a language (Walters, 2004).

Good vocabulary mastery has important roles. Firstly, it facilitates learners to understand four language skills. Secondly, it eases the process of communications. It means that if we are bad in mastering vocabulary we will get worse in English Learning and vice versa. But learning vocabulary is not easy, one of the students problems in studying vocabulary is that they are easy to memorize, but they do not remember it in long time. It means that vocabularies which they have learned are easy to forget. Referring to this case, teachers have different strategies in teaching vocabulary, because the teacher has an important role in teaching students.

In teaching English, choosing a teaching strategy that suits the needs of students is very beneficial. Teacher should apply the interesting strategies in the classroom, so that the students can understand well and faster about what they are learning. Teaching strategy has been defined by several experts, such as: Kemp (in Hamruni 2009: 2) stated that teaching strategy is a teaching activities that must done by the teacher and the student so that the purpose of teaching reached effectively and efficiently and strategy means a plan, step or conscious action taken by the learner to make learning easier, faster, more enjoyable, more self directed, more effective and more transferable to new situation. Vocabulary teaching strategies as actions taken by the teacher to teach or practice target vocabulary. On the other hand, it will be a teaching strategy if the teacher assigns students homework that involves writing the new words introduced in class. Strategy has the advantage of being more meaningful to the learner and therefore, will induce higher motivation in and greater attention to the task of word learning. Cameron (2001:73) defines vocabulary is about learning words,students are not only expected to know the word but also they have to know what the meaning of that word. Meanwhile, from journal by William P. Bintz stated that this research provides important findings that can be used by teachers to provide effective vocabulary instruction across the curriculum/syllabus and Vocabulary instruction

is a good place for schools to begin developing and district-wide approaches to literacy across the syllabus. Teachers at all levels and across all disciplines should use these and other strategies in their classrooms as part of teacher- as-researcher or action research projects that investigate the teaching and learning of vocabulary across the syllabus, More research is needed on how teams of teachers can develop and implement a coherent school- wide or district-wide program for teaching vocabulary across the syllabus (Flanigan & Greenwood, 2007). Teaching English to students Junior High School should cover the four skills, those are speaking, listening, reading, and writing. While the language components that should be introduced are pronunciation, vocabulary, and grammar point. From this situation it can be inferred that teaching or introducing vocabulary is important. However that the more words you know, the better your chance of understanding or making yourself understood. He also adds that vocabulary is fundamental in printed (Hiebert and Kamil (2005: 3). Vocabulary is one of the most important elements that make up the language. Why? Because, Vocabulary, much more than grammar, is the key to learners understanding. Mastering vocabulary means that students have comprehensive knowledge about the vocabularies which include the meanings, the spoken form, the written form, the graamatical behavior, the word derivation, the collocations of the words, and word frequency (Thombury,2002). Thus, the more vocabulary is mastered, the biggest possibility that someone can skillfully use the language. For these reason, it is very important for the students to quickly build up a large store of words. From the expert explain and the syllabus from the smp balung jember vocabulary is very important for students to learn at this time.

### **1.2 Problem of the Research**

1. What are the strategies used by teachers in teaching English Vocabulary Junior High School in Balung Jember?
2. What are the obstacles faced by the teachers in implementing the strategies in teaching English Vocabulary Junior High School in Balung Jember?

### **1.3 Focus of the Research**

This research focus on teacher strategies to teach vocabulary and to find out overcome the obstacles in doing

### **1.4 Purpose of the Research**

1. To find out the teachers strategies in teaching English Vocabulary.
2. To identify the obstacles faced by the teachers in implementing the strategies in teaching vocabulary.

### **1.5 Significance of the Research**

The researcher hopes, the finding of this study will be useful for:

#### 1. English Teacher

Teacher can find the best strategies of teaching English vocabulary to the students

#### 2. Students

Students can improve their vocabulary mastery by the strategies used by teacher to teach English vocabulary.

#### 3. School

The school can use it as an input for improving the knowledge related to teaching and learning English language, especially English vocabulary.

#### 4. The Researcher

The result of the study will answer those research questions which are the basic of research.

### **1.6 Scope of the Research**

The scope of this research concern the teaching strategy in vocabulary in Junior High School.

### **1.7 The Operational Definition of the Research**

#### 1. Vocabulary

In this study vocabulary is defined as all words which must be mastered by the students to achieve a good communication in English, and also vocabulary

become an object which inspected in implementation of strategies used by teacher on this research.

## 2. Strategy

In general, the goals of vocabulary teaching strategy cover Palmberg's two teaching methods. Palmberg's (2017) said that classified vocabulary teaching strategies as planned and unplanned activities in classrooms. As the terms show, the unplanned strategies refer to occasions when words may be learned incidentally and accidentally in class when students request particular meanings of the word, or when the teacher becomes aware of any relevant words to which attention needs to be drawn. To deal with the improvised nature of such teaching situations, Seal proposed a three C's method, which may start from conveying meanings by giving synonyms, anecdotes, or using mime. Then the teacher checks the meanings to confirm that students understand what has been conveyed. Finally, the meanings can be consolidated by practising them in contexts. So according to the explanation above what is meant by the teacher's strategy is classified planned and unplanned activities in classrooms.