CHAPTER I
INTRODUCTION

This chapter discusses some topics related to the background of the study, the statements of problem, and the purpose of the study, significance of the study, scope and limitation, and definition of the key term.

1.1 Background of the study

English plays an important role in our life, since it is an international language. Many countries use English as second language. English is also used in a range fields, such as economics, education, technology, and culture.

In the economics, English is needed by the businessman. As we know, USA is the number one economy on the global business, so the office which is International office needs staffs who can work in English. For education, English is taught widely as a foreign language for students intending either further study in an English speaking country or as a requirement for employment. In the technology field, much information about products are written in English, such as the instructions of using computer use English. Besides, when we want to know about the native speakers of English such as their language, culture, and literature, we need English. Because of that, English is very important in this world.

Due to the importance of English, many parents want their children to learn English from an early age. Many schools in Indonesia have used English as one of the
local subjects. According to Kasihani (in Sabillah, 2004) “Decree of Ministry of Education and Culture (R.I/No0487/4/1992, Chapter VIII) states that an elementary school can include extra lessons in its curriculum as long as they are not in contradiction with the objectives of national education 2004”. Nowadays, English subject is not only for Elementary school students, but also Kindergarten students start to learn English at their school.

English language learners have to be capable of all of the language skills: listening, speaking, reading and writing (Cahyono:2010:3), because when learning English, people need to possess what native speakers or competent users of language possess, that is, skills in listening, speaking, reading and writing. Besides, learners have to master various language components in that they need to have adequate knowledge of English, such as: grammar, vocabulary, and pronunciation. Grammar refers to the set of rules that allows us to combine words in our language into larger units (Greenbaum:2002:1). Vocabulary is core component of language proficiency and it provides much of the basis for how well learners English skills (Cahyono:2010:153). Pronunciation is the act, manner, or result of producing the sound of speech, including articulation, stress, and intonation (www.thefreedictionary.com). So, it is very important for learners to master English skills and components.

As a component of English, vocabulary is important to be mastered by the students, because according to Purba (in Puguh, 2003) vocabulary is one of the most important aspects of the foreign language learning. Further, vocabulary is a meaning associated with a spelling form. The focus of the definition is in the meaning, since
we cannot understand a text if we know nothing about the meaning. Vocabulary is also very important for children’s language acquisition process as the beginner, because vocabulary is multifaceted, a word can have different meanings when used within different contexts. Words can mean different things just by the way people are said. So, it is very important to teach vocabulary earlier.

According to Cahyono (in Heriyawati, 2010:154),” Teaching vocabulary aims at enabling the learners to understand the concepts of unfamiliar words, to gain a greater number of words, and to use words successfully for communicative purposes”. It means that, the aims of teaching vocabulary to help the students understand the meaning of unfamiliar words, and to increase the number of vocabulary in order to ease them in communication. Teaching English vocabulary to children as early as possible will enrich their vocabulary of English, but teaching English for young learners is different with adults. According to Brown (in Cahyono, 2010),”Teaching English to young learners is obviously different from that to adults because children are generally not aware that they are acquiring a language”. The adult’s world and the child’s world are not the same. Children do not always understand what adults are talking about. Adults do not always understand what children are talking about. The difference is that adults usually find out by asking questions, but children do not always ask. They either pretend to understand, or they understand in their own terms and do what they think you want them to do (Scoot and Ytreberg, 1990).

The teacher of young learners certainly has many difficulties in teaching vocabulary, so that the difficulties should be solved and the new methods or
approaches should be found in order to teach vocabulary easier and the students would be easy to understand and can master vocabulary as well.

According to Ika (2004) who studied about the difficulties of teaching vocabulary faced by the English teacher of SDN 02 Yosowilangun Kidul Lumajang, found that the difficulties in teaching vocabulary was divided into four aspects, they are materials of the study, media, method or teaching technique and evaluation.

According to Cahyanto (2003) who conduct research about the teacher’s problem in teaching vocabulary at SDN 1 Perante also found that the teacher’s problem teaching vocabulary are; the teacher’s educational background of study, the text boat, homework assigned to the students, media of teaching, and teaching technique. Based on the study above, the writer wants to know the difficulties faced by the teacher in teaching English vocabulary at SPS Cahaya Bunda Malang.

1.2 Statements of the problem

Based on the statement above the problem of the study is formulated as follows:

1. What are the teacher’s difficulties in teaching English vocabulary at SPS Cahaya Bunda Malang?

2. How are the teacher’s ways to solve their difficulties in teaching English vocabulary

1.3 Purpose of the study

The purposes of the study are formulated to answer the research questions.

The purposes are as follows:
1. To know the teacher’s difficulties in teaching English Vocabulary at SPS Cahaya Bunda Malang

2. To know the teacher’s ways to solve their difficulties in teaching English Vocabulary.

1.4 Significance of the study

The writer hopes the result of this study will give valuable contribution to the English teacher in teaching English vocabulary especially English vocabulary for young learners. Besides, it can be used to anticipate other English teachers if they have similar difficulties in teaching English vocabulary, so they will teach English vocabulary better than before.

Hopefully, this study is expected to give something useful to the previous studies and to encourage further researchers.

1.5 Scope and Limitation

Based on the consideration how is very important learn English vocabulary, this study only focuses on the difficulties faced by the teacher in teaching English vocabulary, and also the ways to solve the difficulties in teaching English vocabulary. This study is limited one teacher of one class at SPS Cahaya Bunda Malang.

1.6 Definition of the Key Terms

Difficulties are something not easily done, accomplished, comprehended, or solve (http://www.answers.com).
**Teacher** is a person who teaching others, especially children.

**Teaching** is an academic process by which students are motivated to learn in ways that make a sustained, substantial, and positive influence on how they think, act, and feel;

**Student** is a learner who is enrolled in an educational institution.

**Vocabulary** is total number of words which makes up a language (Oxford Dictionary).