CHAPTER 1

INTRODUCTION

This chapter presents background of study, statement of problems, purpose of the study, significance of study, scope and limitation, and definition of key terms. Each section is presented as follow:

1.1 Background of study

Nowadays, English in Indonesia has become a very important language. Teaching English in the early age is very important to develop the children’s language competence especially in learning foreign language. When foreign language is teaching to young learners, it will effectively because they have a lot of opportunities to build up their personal ability in acquisition other language.

The importance skill that must be learned by young learners is vocabulary mastery. According to J. Harmer (1991), teaching vocabulary is an important area worthy of effort and investigation. It is more than just presenting and introducing new vocabulary to the learners. The teacher should be creative in choosing the materials and able to stimulate the students interest. The teacher needs some strategies to support the teacher in learning process. Therefore, teaching vocabulary is one of the important element of language. Vocabulary is the basic competence that must be reached by students in order to get other competence like reading, writing, listening, and speaking.

Miller (in Zimmerman, 2007) states that vocabulary is a set of words that are the basic building blocks used in the generation and understanding of sentence. Without learning vocabulary, they cannot understand the meaning of things. It is
difficult to master the other competence without mastering and understanding the vocabulary.

The young learners need teacher to help them in understanding of vocabulary. Teacher is the most important influence in solving the problem of young learners in studying of vocabulary mastery. Young learners was very difficult to understand the English lesson that the teacher give because they have not yet received English lesson previously.

A previous research which was conducted by Alfitra Gaeda (2009) who found that using guessing word strategies in teaching English vocabulary made the transition to independent learning could be easier and more efficient. Another research was conducted by Edelma Concha Pique (2000), found that the synonym and identifying picture strategies will make students to think more interactive and interesting with the new words and it assist the students to grasp the meaning of the new words easily.

Based on the reason above, the researcher is interested to investigate what strategy used by the English teacher of Diamond Course in Kraksaan Probolinggo. The present study aims at knowing the teacher’s strategy of teaching vocabulary especially for the young learners.

1.2 Statement of Problems

From the background of study above, the writer formulates the questions as follow:

1. What strategies are used by the English teacher in teaching vocabulary at Diamond Course in Kraksaan Probolinggo?
2. How are the strategies applied by English teacher in teaching vocabulary at Diamond Course in Kraksaan Probolinggo?

3. What difficulties does the teacher face by using strategy in teaching vocabulary at Diamond Course in Kraksaan Probolinggo?

1.3 Purpose of Study

In accordance to the statement of the problems above, this study aimed:

1. To find out strategies used by the English teacher in teaching vocabulary at Diamond Course in Kraksaan Probolinggo.

2. To find out how the strategies applied in teaching vocabulary at Diamond Course.

3. To find out the difficulties that the teacher faces by using the strategies in teaching vocabulary at Diamond Course in Kraksaan Probolinggo.

1.4 Significance of Study

It is expected that the result of the study will help the English teachers to improve their skill in teaching vocabulary. It is also hoped that the result of this study can give contribution to the success of the teaching learning English at Diamond Course especially related to the effort of enriching students vocabulary in learning new vocabulary.

1.5 The Scope and Limitation

The scope of this study will concentrate on the teacher strategies in teaching vocabulary and the writer limits her research as follows.

a. This study is conducted on the English teacher of Diamond Course in Kraksaan Probolinggo.
b. This study is only dealing with the teacher strategies in teaching vocabulary to young learners at Diamond Course in Kraksaan Probolinggo.

1.6 Definition of Key Terms

a. Strategies is a plan, a “how” a means of getting from here to there (Henry, 1994).

b. According to Brown (2000), teaching is guiding and facilitating learning, enabling the learners to learn, setting the conditions for learning.

c. Teaching strategy is a specific method used by the teacher for approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information (Brown, 2000: 113).

d. English is international language in the world and its content by word and word. It also the name of city in England (Karnarman, 1987).

e. Vocabulary is a collection or list of words, usually in alphabetical order and defined (Barnhart, 2008).

f. Young Learner students is a large number of children who are in the early stage of their schooling up to the age of 13 or 14 (Brumfit, 1991).