

CHAPTER I

INTRODUCTION

In this section the researcher describes the background of study, statement of problem, objective of study, reason for the choosing the topic, significance of study, and definition of key term.

A. Background of Study

Learning English is becoming important thing for people to be more competitive in all aspect of life such as education, technology, social, and culture. As an internasional language, English has gained its popularity all over the world including Indonesia. The Indonesia goverment has anknowledge the importance of English by putting is into the education. English becomes in one of compulsory subject at many schools in Indonesia. The National Education Departement decided the Indonesia students must have the competence of understanding and exprassing information, ideas, feeling, and developing science, technology, and culture in English Endang Fauziaty (2002:169).

Language is not only the principle medium that human beings use to communicate with each other but also it is as the tool that links people together and binds them it their culture. To understand our humanity, all of the human being in this world should understand the language that makes them human. The study of language is a very challenging, therefore the study of language have to be done by all human being.

The acquisition of foreign language especially English as an international language has become more important in facing the globalization era in which the nature is the mobility of interaction among some countries to do the cooperation in some fields such as communication, politics, diplomacy, international trade and industry, education science and technology. Indonesia, that is located in a strategy area, will get a strong effect of this phenomenon. Ordinary people especially the old generations might not feel the direct effect caused by the globalization era. However, the young learners as the next generations have to be ready in facing the effect of the globalization era.

English is an universal language that is used by almost developing countries in the world.. As a foreign language, English is not easy to learn because there are four skills must be mastered by the students, those the; listening, speaking, reading, and writing.

Beside the students must be mastered in four skill, the students also have to learn about grammar, spelling, vocabulary and pronunciation that are taught to support the development of the four language skills. Each skill is related to each other, so the students are demand to learn the four skills well in other they may use the skills efficiently and accurately. These skills will be impossible be mastered well if the students do not have good vocabulary mastery. It means that it is the essential aspect in learning English. “Without grammar very little can be covey, without vocabulary nothing can be convey”. This is how the lingust David Wilkins summed up the importance of vocabulary learning Thornbury (2002:13).

It is one of the vital elements in constructing meaningful communication. It can not be imagined how students can speak and write well if they do not possess the words need to convey their ideas and feelings. Therefore, this purpose clarifies that vocabulary is need in the interacton and is he biggest role in learning English as a foreign language. The linguists David Wilkins summed up, “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed” Thornbury (2002:103).

The importance of learning English could be seen from the fact that most scientific books are written in English and the students are supposed to comprehend those books. According to English curriculum. English teaching covers four skill, namely reading, listening, speaking and writing. The four skill are support by the learning of language elements. They are structure, vocabulary, pronunciation and spelling. Therefore, vocabulary is one of the important language elements the students should master. Vocabulary includes collections of words. The words are known not only as individual words, but also as group of words that have meaning.

Based on the statement above, vocabulary is very important because it is an endless activity. It needs continuity in learning. In learning vocabulary does not merely mean memorizing but recognizing the meaning to more understand in a context. Most students believe that word-to-word translation is enough to understand in English class but in fact it is more complicat than that because of the factors that influence in mastering vocabulary.

The strategy or teaching method is a big role in students' mastery of instructional material including vocabulary. The accuracy of method election in language teaching including the most important matter to help the students getting better achievement. According to Sanusi via Iskandarwassid stated that. Teaching process aimed at raising human quality as intact pervade cognitive-intellectual dimension, skill and others value. Iskandarwassid (2008:20)

It makes students vocabulary mastery depends on teacher how to give motivation to the students while teaching and the most important thing is the strategy of teaching which is use by the teacher in taught English vocabulary. Having more vocabulary is good for the students in process understanding learning English.

Learning vocabulary is central of language and of critical importance to typical language student. Without a sufficient vocabulary, someone can not communicated effectively or express his ideas in both oral and written form. Having a limit vocabulary is also a barrier that precludes student from learning a foreign language. When they do not know how to enrich their vocabulary, for example, they often gradually lose interest in learning. Kwelju's study state that being competent in four skill (speaking, listening, reading and writing) students should be good in vocabulary Endang Fauziaty (2002:159). It can be conclude that vocabulary is the important part of language learning.

As the creator Allah SWT said in Holly Qur'an Surah al-Mujadalah 11:

يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

..... *"Allah will raise the believers among you and those who have been given some degree of knowledge" (Q.S al-Mujadalah: 11)"*

Furthermore, after humans have knowledge they are obliged to practice / teach the knowledge they have acquired. In practicing or teaching such knowledge, a teacher should have insight into the learning system. One of them is learning method. Method is very important in teaching and learning process. If in the education process does not use the right method then the hope of achieving the goal of education will be difficult to achieve.

The researcher choose the topic based on the result of interview with the teacher was convey that vocabulary mastery belongs to the students in MAN 5 Barito Kuala is still not spread to the students entirely. And result of learning not spread because not all of student love with English language. The successful to get learning vocabulary only for student which love with English Learning. In here how to teacher can get to the student to love with English learning with manner use strategies effective. Some of the students of MAN 5 Barito Kuala have problems in English learning vocabulary and happen in use strategies in teaching learning.

Based on the explanation above, researcher is interested to make a research entitled: **“TEACHER’S STRATEGIES IN TEACHING ENGLISH VOCABULARY FOR ELEVENTH GRADE STUDENTS AT MAN 5 BARITO KUALA”**

In this research, some literature related to the study were reviewed as means to clarify the present study. The researcher has found one relate study

as done by the previous research, they are: Alfiansyahs' (2010) thesis in titled "Vocabulary Learning Strategies" and Hesti Suriatis' thesis in titled "Teaching Strategies by English Teachers in Teaching English Vocabulary at the Eleventh Grade Students of Language Program in MAN Model Palangka Raya".

In Alfiansyahs' (2010) research he found after the students the principle purpose of the study was to describe the vocabulary teaching strategies applied by the teacher at MIN Model Pahandut of Palangka Raya. Specifically, most of the teacher's strategies thought the teaching techniques in this case was memorization. In contrast, several students did not like memorization technique and they did not have a big motivation to master English vocabulary. The solutions given by the teacher to improve the students score applied at MIN Model Pahandut Palangka Raya was refered toward Communicative Language Teaching or Communicative Approach.

The differences between Alfiansyahs' (2010) study and this study can be seen from what aspect that the researcher studies. This study discussed about the vocabulary teacher strategies where it is focused in process to get vocabulary by the students. The similarities is to use of qualitative paradigm in a case study including descriptive method.

The second previous study is conducted by Hesti Supriatis' (2011) she founded after research was the students the principle purpose of the study was describe the vocabulary teaching strategies applied by the teacher at MAN Model Pahandut of Palangka Raya. The principle purpose of the study was to

describe the teaching strategy in improving students' English vocabulary at the eleventh grade students of language program in MAN Model Palangka Raya. The study used qualitative approach with descriptive qualitative method.

The differences between the second study with this study is the second previous study this study discussed about the vocabulary teaching strategies in target research was English teacher and ten students. The similarities is to use of qualitative paradigm in case study including descriptive method.

B. Research Questions

Based on the background above the researcher want to know:

1. What are the teacher's strategies in teaching vocabulary at the eleventh grade students of MAN 5 Barito Kuala?
2. Why does the teacher apply the strategy in teaching English vocabulary at the eleventh grade students of MAN 5 Barito Kuala?
3. What are the teacher's problems in teaching English vocabulary at the eleventh grade students of MAN 5 Barito Kuala?

C. Objective of study

Based on the problem of the study, the objectives of the study are:

1. To describe the teacher's strategies in teaching english vocabulary at the eleventh grade students of MAN 5 Barito Kuala.
2. To find the teacher's reason in applying the strategy in teaching English vocabulary at the eleventh grade students of MAN 5 Barito Kuala.

3. To describe the teacher's problems in teaching English vocabulary at the eleventh grade students of MAN 5 Barito Kuala.

D. Significance of study

Theoretically, this research is to help the teacher to improve teachers skill in teaching English vocabulary. The researcher hopes that the result of this research is expected to have contribution of English teaching. For the students, researcher hopes that the result of this research will help the students to learning vocabulary with enjoying way.

E. Definition of key term

1. Teaching strategy

Teaching strategy is a specific actions, behavior, steps or technique used by the teacher in the teaching and learning process. In this research focus on teacher's teaching strategy in MAN 5 Barito Kuala.

2. Vocabulary

Vocabulary is a group of words that must be mastered by the students as a core component of language proficiency in their learning process. However vocabulary is more complex that this definition suggest. In this research, vocabulary refers to every English word which was learned and used by the eleventh grade students of MAN 5 Barito Kuala.