

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Study**

In many nations around the world, teaching and studying English to young children is becoming more and more prevalent. Governments in many regions of the world where English is spoken as an additional language have pushed for educational reform and introduced English starting at the elementary school level as a result of the assessment of economic globalization. One of the nations that has been implementing teaching English to young learners (TEYL) for the past 24 years is Indonesia. Additionally, Indonesian students think that learning English will boost their independence. They will be able to compete with those whose first or second language is English. Therefore, in order to achieve the best results, it is essential to consider the approach and system of teaching English to young learners. English is only actually taught at the Elementary level as a local content subject, extracurricular activity, or supplemental subject. (Jane, 2017, p. 131).

Because of this, teaching English at the elementary school level could be quite difficult for the English instructor. As we all know, educating elementary school pupils is different from teaching adults; it requires various techniques and approaches. To help The instructor needs to employ a variety of strategies during the teaching and learning process. Additionally, teachers must be innovative in order to employ the right media

to interest pupils with the subject. Because elementary school pupils are still kids who enjoy playing, the teacher must be innovative and creative in coming up with a teaching technique to make the English lesson more engaging. (Deni & Fahriany, 2020, p. 49).

The teacher must be able to discern the traits and demands of the young learner among the various methodologies now in use. Furthermore, teachers should select materials and practices that are appropriate for young students. There are numerous approaches and methods for teaching a foreign language, including vocabulary. Some of them will be discussed below that can be used to instruct young students. Verbal teachings and anything that allows them to speak out while studying can help auditory learners learn more quickly. Having the freedom to move about will make studying more enjoyable for kinaesthetic learners. It can be challenging for kids with this learning style to sit still for extended periods of time, and if they aren't allowed to stand up frequently while being taught and studying, they might act out.

Besides the three teaching styles mentioned, Harmer suggests several other strategies, such as bringing things into the classroom or into the room to present words. Words like a postcard, ruler, pen, and so on can all appear in his path. The teacher holds up or points to the object and speaks the term, then asks the learner to repeat it. It is frequently possible to use real-life examples or images to illustrate the meaning of words and language. Mime, in particular, is probably superior for explaining actions.

It's simple to present concepts like "running" and "jumping" in this way. Teachers, for example, might imitate act in certain motions to convey the past event being discussed, in other words, teaching through gesture is important for explaining words like form (the teacher gesture back word over his shoulder) (Nazaruddin, Soepriyanti, Irwan, & Nuriadi, 2019, p. 59).

The use of strategy in the learning process as the word of Allah the Almighty. which is listed in Q.S an-nahl ayat 125, as follows.

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ  
أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

Based on the above verse, it can be understood that Allah asked him to call people to the way of Allah in a good way, "O Prophet Muhammad, call out and invite people to the path according to the guidance of your Lord, namely Islam, with wisdom, namely firm, right, and wise, and with good teaching. And argue with them, i.e. anyone who refuses, opposes, or doubts your call, in a good way. Verily, your Lord is the One Who Guides and Guides, He is the one who knows best who has gone astray and strays from His path, and it is He who knows best who is guided and on the right path."

Based on those previous studies, it would appear that teaching approach is crucial, particularly when teaching vocabulary, and that it is connected to the teacher's viewpoint of the best way to teach vocabulary to pupils.

It is crucial for everyone learning a language to comprehend and expand their vocabularies since the more words we are able to grasp, the more words we know. There are several strategies, like vocabulary, to broaden and strengthen our vocabularies. If you give an animal a name, you can receive several words. The crucial task of expanding students' vocabularies falls to teachers. In order for the teacher to effectively convey the subject in accordance with the characteristics of the students, they need be knowledgeable about teaching elements such as methods, strategies, approaches, and resources.

Evan and Lang asserted that a good method was useless in a teacher's hands if they did not know how to utilize it, and that a competent teacher could not be effective if they employed a poor method. For the TEYL class, particularly while teaching vocabulary, various professionals have developed some potential teaching methods that could be regarded good. (Lelawati, Dhiya, & Mailani, The Teaching of English Vocabulary to Young Learners, 2018, p. 95)

Allah said in surah Al-Baqarah 31:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَكَةِ فَقَالَ أَنْبِئِي بِأَسْمَاءِ هَؤُلَاءِ  
إِنْ كُنْتُمْ صَادِقِينَ

Based on the verse above Allah taught Adam the name of objects in the universe. In addition, the name that is taught is not only the object name but also all of the names of the living objects all over the sky and earth.

Based on observations, the school is slightly different from general elementary schools, Even though the school is very far from urban areas, teachers and students remain active in learning. The school has 6 classes each class consisting of one class and 1 office space for teachers, classrooms 1-5 are made of ceramics while grade 6 is just ordinary cement. The school also has a ball field facility for children to play during recess, but it is a pity that the school still does not have a fence so that residents' livestock can enter and throw feces in front of the school. This school has taught English from grade 1 to grade 6. And the teachers are also very competent and very creative in teaching and skilled at using modern technology in the current era, although the teacher is not a bachelor of education, he is very good at teaching children. The teacher has a good character for children and can be modeled well, the teacher teaches all subjects in the school other than sports, the teacher is very close to all the students in the school. for example one of the strategies the teacher in teaching vocab in the class is using a website application (worksheet) that can be directly accessed to teach vocabulary. Several researchers have previously studied several strategies in teaching vocab to high school, junior high school, and students with special needs, therefore I decided to research these schools to find out more strategies used to teach vocabulary words that go with the title **EXPLORING STRATEGIES IN TEACHING VOCABULARY TO YOUNG LEARNERS** is applied in English schools and how the strategy is to attract young learners.

The current study focuses on the vocabulary teaching strategy used by the EFL young learners' teacher, which is based on Harmer's theory. Therefore, this study explores the vocabulary teaching tactics and the instructional media used in the classroom. It also looks at how the strategies are used to involve the young students in the lesson.

### **B. Research Questions**

Given the foregoing context, the following questions about this study will be discussed:

1. What is the type of teacher's strategies in teaching vocabulary to sixth-grade students of SDN Tanjung Samalantakan?
2. How do the teachers use these strategies in teaching vocabulary to sixth-grade students of SDN Tanjung Samalantakan?

### **C. Objectives of Study**

The study's discussion questions are as follows, based on the background information mentioned above:

1. To identify the type of teaching strategies in teaching vocabulary to sixth-grade students of SDN Tanjung Samalantakan
2. To examine the teacher's strategies at SDN Tanjung Samalantakan utilize to teach vocabulary to sixth-grade pupils

### **D. Significance of Study**

The result of this research is expected to give important information for the students and English teachers. The significances are:

### 1. Theoretical

- a. The results of this study will provide helpful details on the methods that teachers might use to teach English vocabulary to young students.
- b. The findings of this study provide a useful description to any subsequent research that want to investigate the same case, serving as beneficial information and a useful source for the subsequent investigation.

### 2. Practical

- a. For the students

The researcher thinks that by employing proper methods and approaches, the teaching and learning processes will be fun for the students. The pupils will be placed in an enjoyable environment, which will make studying English feel joyful rather than forced.

- b. For the teacher

It enables educators to gather data and decide on the best method for introducing vocabulary to young students. It is crucial for the instructor to implement the strategy in their classroom in order to pique the interest of the students in the subject.

## **E. The Definition of Key Term**

To avoid misunderstanding in this study, the researcher gives some definitions of key terms that are important to understand as follows:

1. Exploring Strategy: Find out, identify and investigate teachers strategies in teaching vocabulary
2. Strategy: Strategies are specific methods of approaching a problem or task, modes operation of operation for achieving a particular end, planned designed for controlling and manipulating certain information.
3. Teaching Vocabulary: As languages are built on words, teaching vocabulary is an essential part of learning a language.
4. EFL (English Foreign Language): EFL is an abbreviation of English as a Foreign Language. EFL is defined as the study of English by non-native speakers in a country where English is not the dominant language. EFL is usually learned in an environment where the language of the community and the school is not English.
5. Young Learners: Children who are learning a foreign language in primary school and are under the age of 12 are considered young learners