

CHAPTER I

INRODUCTION

A. Background of Study

A regular use of the English language both inside and outside the classroom settings, the students still encounter problems in their learning and they generally see unknown words as the first problem to overcome. This maybe because vocabulary has been recognized as crucial to language use in which insufficient vocabulary knowledge of the learners led to difficulties in second language learning (Asgari and Mustapha, 2011, p:260). Additionally, mastering vocabulary is one of the most challenging tasks that any learner faces while acquiring another language (Nyikos and Fan, 2007, p:320).

Language becomes an important thing, and people around the world use it. It is a gift from the God to human beings as it is said in the Holy Koran in surah *Al-Hujuraat* verse 13 as follows:

يَتَأْتِيهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ
لِتَعَارَفُوا ۗ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَىٰكُمْ ۗ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣﴾

Thus, in the case of language learning, students need to be educated with the strategies which can help the learners acquiring the meaning of words. The particular strategies which are used by learners for the acquisition of new words in the second language are called 'vocabulary learning strategies' (Gu, 1994, p:75). There are four skills that must be mastered by students to have good English. Teachers must teach these skills constantly. They are: listening, speaking, reading,

writing. The elements of English given to the students such as grammar, vocabulary, spelling, and pronunciation are supposed to support the mastery of those skills.

To master all four language skills, the students should know a lot of vocabulary because according to Huyen and Nga (2003, cited in Vanessa, 2009, p:1), vocabulary plays an important role in the four skills in learning language. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately.

Therefore, it is important for the students to learn vocabulary as the basic competence to learn those four skills in English as (Cameron, 2001, p:72) states that “vocabulary is a base to the learning of a language at initial level”. Even though students realize the importance of vocabulary when learning language, according to Huyen and Nga in their article most students learn vocabulary passively due to several factors.

Learning is needed for people around the world. By learning, they can get much knowledge. Human has an ability to learn. Language learning is a large process of developing automatic cognitive skills. By learning English, learners are expected to be able to communicate about everything.

On *Al-Baqarah* verse 31-33 Allah says that Adam learns about name of things, it means that Adam knows all about vocabulary. In this verse, we are ordered to know name of things. In summary, we must learn and know vocabulary.

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿١٧﴾ قَالُوا سُبْحَانَكَ لَا عِلْمَ لَنَا إِلَّا بِمَا عَلَّمْتَنَا إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكِيمُ ﴿١٨﴾ قَالَ يَتَذَكَّرُ أُنْبِيَائِهِمْ بِأَسْمَائِهِمْ فَلَمَّا أَنْبَأَهُمْ بِأَسْمَائِهِمْ قَالَ أَلَمْ أَقُلْ لَكُمْ إِنِّي أَعْلَمُ غَيْبَ السَّمَاوَاتِ وَالْأَرْضِ وَأَعْلَمُ مَا تُبْدُونَ وَمَا كُنْتُمْ تَكْتُمُونَ ﴿١٩﴾

Nowadays, English language is the most one language in this world that used many people to communicate with everyone from other country because English is an international language and universal language. Then, it is a way to connect language from different background of their country. English is very significant useful for our life to understand each other who have different cultures.

Learning and motivation always get special attention for educator and learners, because giving motivation to learners is necessary and important in learning process. At school, every child has a number of motivations or encouragement driven by needs, both biological and psychological needs. In addition, children also have attitudes, interests, awards and goals of a particular purpose. Therefore the task of the teacher is to generate motivation that will encourage the child to do something in achieving the learning objectives.

One of the problems facing our education today is the problem of weak learning process. In the learning process, children are less encouraged to develop thinking skills. The process of learning in the classroom is directed to the child's ability to memorize information, the child's brain is forced to remember and hoard

information without being required to understand the information that relate it to daily life. As a result when our students graduate from school, they are smart theoretically, but they are poor applications

Teaching and learning activities, especially the learning English vocabulary process, requires a strategy or method relevant to the material it presents. The use of strategies and methods in the education, is expected to be aligned with the koran Chapter *An Nahl* verse 125:

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَدِّ لَهُمْ
بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ
وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

The meaning of the verse, implies that teaching requires a good way, in the sense of teaching should look at the situation and environmental conditions education. To generate motivation that will encourage children to be able to do something in achieving its learning goals, it is necessary to increase learning activities of children. Meanwhile, to improve children's learning activities, it is necessary the teacher's motivation that can make the students become enthusiastic and enthusiastic in learning, especially in learning English vocabulary.

Vocabulary is one of components in learning English because it will be needed by the students when they learn English skills such as listening, speaking, reading, and writing. For example, first, when the students do listening activity, they must know what the speaker says. If they do not know, they will fail in answering it. Next, in speaking, the students must have a large vocabulary in order

to be able to speak fluently. Then, in reading, students cannot understand and comprehend the text if they do not know the meaning of the words in the text, either functional or essay. The last, in writing, students find difficulties because they cannot structure ideas and arguments in a logical way. Automatically, they cannot make a paragraph even a sentence. Therefore, teaching and learning vocabulary cannot be neglected.

In teaching and learning process of vocabulary, it cannot be separated from a teacher in guiding their students in order to master the vocabulary. A teacher has to master the strategies in teaching vocabulary and how teachers can motivate students to learn vocabulary. In the psychology of learning, motivation problem is always getting noticed by education experts. Similarly, a student's motivation in learning is a basic requirement; students need to be learning because they must have the knowledge, therefore the role of the teacher in addition for giving the lessons also have a role for motivating students who want to learn hard.

In this research, the writer tries to observe Raudhatusyubban Junior High School. It is one of the private school under the auspices of the Ministry of Religion. This school has interesting activities in developing English like Training of 3 languages Speech and English Theater. In addition, the students' backgrounds of Raudhatusyubban Junior High School do not have the experience in learning English when they were in elementary school. So that it will influence on how the students learning English, especially vocabulary. Then the teacher makes some efforts and some strategies in motivating students through various ways.

Based on the pre-observations, it was known that the students at Raudhatussyuban Junior High School during their English lesson are less attention and occasionally talked at the time the teacher explained the lesson, so that the writer would like to observe further about the problem of the teacher's strategies in motivating students learning English vocabulary.

There are some previous studies that have similar with the thesis, for example the thesis the written by Yulia Risky Barokah (2013), entitle *Teacher Strategies Motivating Students To Speak English Actively In Language Dormitory Of Al-Falah Islamic Boarding School For Girls*. The similarity is she and the writer chooses Teacher Strategies Motivation Students as the object of study and sure that the writers want to know about strategy which is used by the teacher in the classroom. But, the difference is she wants to observe students to speak English actively in language, but the writer's research is focus on students' learning English vocabulary

Besides, there is a thesis entitle *The Correlation Between Learning Vocabulary Achievement By Using Pictures And Student's Motivation Learning English At Senenth Grade Of SMPN 1 Kalumpang Kandangan* written by Khairunnisa (2014) The similarity is she and the writer chooses motivation learning English as the object of study and sure that the writers want to know about strategy which is used by the teacher in the classroom.. But, the difference is she wants to observe the relation between vocabulary learning using picture where the writer just focus on vocabulary achievement not on teacher's strategy.

Based on how the importance of teaching strategy in to motivate students learning in English vocabulary, also according to real condition above, the writer is interested and wants to investigate what the teacher's strategy in motivating learning English vocabulary, and the results of this study will be arranged in a thesis with the title **“The Teacher's Strategies in Motivating Students' Learning English Vocabulary of the Eight Grade at MTs Raudhatussyubban Academic Year 2017/2018”**.

B. Statement of Problems

Based on the reason of the study above, the statement of problems as follows:

1. What are the teacher's strategies in motivating students to learn English vocabulary at MTs Raudhatussyuban?
2. How are the students' response on the teacher's strategies in motivating learning English vocabulary at MTs Raudhatussyuban?

C. Objective of Study

The purposes of the study are through this research:

1. To find out the teacher's strategies in motivating students to learn English vocabulary at MTs Raudhatussyuban.
2. To gain information about the students' response to the teacher's strategies in motivating learning English vocabulary at MTs Raudhatussyuban.

D. Significance of the research

The result of this research is expected to have advantages such as:

1. As the information for teachers about how the teacher strategies in motivating students to learn English vocabulary.

2. As the information material for those who conduct research in the same issue with different viewpoints.
3. Enrich State Islamic University of Antasari Banjarmasin Library's literature.
4. Enrich Faculty of Tarbiyah and Teachers Training library's Literature.

E. Definition of Key Terms

The key terms, which are necessary to clarify briefly in order to avoid misunderstanding about the writer's title, can be mentioned as follow:

1. Strategy is a plan that is intended to achieve a particular purpose. Strategy also is a way or a method that is used to get something, defines strategy in the term of teaching and learning as teacher's effort in creating area that can be used for teaching and learning process to achieve teaching and learning purposes effectively.

2. Motivation is a reason or a motive that guide someone to do something. Motivation is a motive that encourage action that caused by certain motivate and purpose.

3. Learning is conscious activity to get some impression of the material that has been studied, and the result of the study that the changes within the individual.

4. Vocabulary is the set of words within a language that are to that person. A vocabulary usually develops with age, and serves as a useful and fundamental tool for communication and acquiring knowledge.