

CHAPTER I

INTRODUCTION

A. Background of the Study

In this global era, communication is very important for everybody. With communication, we know all the newest news and newest thing that happen around us. To communicate with others, we need a tool. It is language. Because there are many countries in this world, there are many different languages in this world because each country has its own language. People can communicate with others with different languages.

It was declared that English is an international language in this world. People think, if we are able to speak English, we can dominate this world. Because, with English we know all information, news, and everything happened in this world, which can be used as reference in our work.

Since 1994, English has been introduced to the students of elementary school in Indonesia, because it is one of international languages. As a foreign language, the system of English language is different in many aspects. The differences will make the students to be passive in learning English. Teacher should be more responsive in facing those situations. To respond it, the teachers have to create many ways to get good condition aiming that the students are motivated in learning English. The higher motivation of the student the more effective the students learn and understand the lesson. The successful result will be achieved if the students pay enough attention to the

lesson in teaching-learning process. To sustain students' interest in learning language, the teacher can provide attractive activities, such as game, puzzle, and song.

Effort should be made to enhance the students' success. As a new subject at elementary school, English has not been supported by qualified teachers. Several elementary school English teachers nowadays might have qualifications in the field but they might fail to gain successful result if the language teaching aid, the teaching techniques and the knowledge of classroom management do not support them. So in general the problem might be related to the teachers, students, language teaching method, and also language teaching aid.

Learning language is learning to communicate with the target language whether oral or written. In learning English, people may have several reasons. First, people learn English because of the target language community. Second, they learn English for specific purpose applied to situation where the students have some specific reasons. They want to know the background of the people who speak it and the place in which it is spoken. The last, they learn English because of advancement in their daily life. It is possible for them to get better job and continue their education.

Vocabulary is needed to enrich both spoken and written language. It is the basic component to master. There are four principles of teaching vocabulary, namely recycling, motivation, exam, and communication. Recycling means that students learning vocabulary by recycling or revising.

Motivation is important to ensure children paying attention and involving in their lesson and ideas to practice vocabulary. Exam means that students must be able to use vocabulary that they have learnt effectively. Communication is used to communicate clearly and effectively using vocabulary.

In learning vocabulary, learners have to know the meaning of it and also understand as well as can use it in a sentence context. River (1994: 125) states that vocabulary mastery refers to great skill in processing words of language. In other words, vocabulary mastery is the competence or complete knowledge of the words understanding the whole knowledge of the words.

The subject of the research is the first year students of elementary school of MI Al Islam Jamsaren Surakarta. They got great score in the final examination, with the average score of 84. This score is greater than the passing grade that is 60. In fact, the background is, most of the students of MI Al-Islam Jamsaren are not admitted in SD Al Islam Jamsaren because their ability is under the standard determined by the school or they come from lower class community. Thus, their psyches are being down. Moreover they need great motivation to learn many lessons, especially English language. They ought to grow belief themselves to pass it. And finally, they got good achievement in the last examination.

Teaching young children needs special treatment. They develop conceptually, have no real linguistic needed, have better mimic, are very egocentric, get bored more easily, forget easily, and are still developing their first language.

Motivation is important in foreign language learning. During the teaching-learning process, the students must have attention to the material in order to motivate their language learning. The students with high motivation generally to better in second language acquisition. In order to build their high motivation, the students have to focus on the material by paying attention. Cameron (2001: 9) states that in directing motivation and in remembering the whole tasks and goals on behalf of the learner, the teacher is doing what children are not able to do for them selves. When they focus on some part of a task or the language they want to use, children may not be able to keep in mind the larger task or communicate because of the limits to their motivation capacity.

Based on the fact above, the writer conducts a research on “Teacher’s Strategies in Motivating Students for Learning Vocabulary at MI Al Islam Jamsaren Surakarta”.

B. Problem Statement

Based on the background above, the researcher formulates some questions as follows:

1. What strategies are implemented by the English teacher in motivating the first-year students for learning vocabulary at MI Al-Islam Jamsaren Surakarta

2. How the teacher implements strategies in motivating the first-year students for learning vocabulary at MI Al-Islam at MI Al-Islam Jamsaren Surakarta.
3. What are the problems of the implementation of the teacher's strategies in motivating the first-year students for learning vocabulary at MI Al-Islam Jamsaren Surakarta.
4. How to solve the problems of the implementation of the teacher's strategies in motivating the first-year students for learning vocabulary at MI Al-Islam Jamsaren Surakarta.

C. Objective of the Study

The objectives of this research are:

1. To describe some teacher's strategies in motivating the first-year students for learning vocabulary at MI Al-Islam Jamsaren Surakarta.
2. To describe the implementation of teacher's strategies in motivating the first-year students for learning vocabulary at MI Al-Islam Jamsaren Surakarta.
3. To describe the problems of the implementation of the teacher's strategies in motivating the first-year students for learning vocabulary at MI Al-Islam Jamsaren Surakarta.
4. To describe problems solving of the implementation of the teacher's strategies in motivating the first-year students for learning vocabulary.

D. Benefit of the Study

This research has theoretical and practical benefit:

1. Theoretical Benefit

It is expected that the result of the study enrich the reference of teacher's strategies in motivating students to learn English, especially vocabulary.

2. Practical Benefit

a. Headmaster

The result of the study will give consideration for headmaster to enforce teachers maximizing their creativity in teaching English and to complete the facility.

b. Teacher

The result of the study could provide teachers with information about how they should apply the proper approach to direct and maintain the students' motivation in learning English.

c. Future Research

This research will give a contribution for other researchers who are interested in analyzing or investigating the learning strategies of foreign language learners or to replicate research studies with a similar theme.

E. Research Paper Organization

The writer divides this research paper into five chapters in order to make it easily to be understood. Each of them is concerned with different issues but is related to each other. The description of each chapter is elaborated as follow:

Chapter I is introduction. It deals with background of the study, limitation of the study, problem statement, objective of the study, benefit of the study, and research paper organization.

Chapter II is review of related literature that consists of previous study, the notion of children's language learning, the nature of teaching language to children, the nature of vocabulary and students' motivation in learning English.

Chapter III is research method. This chapter presents of type of research, object of study, data and data sources, method of collecting data, and technique of analyzing data.

Chapter IV is research results and discussions. This chapter deals with discussion of the research finding involving the motivation, implementation of the motivation in learning English, and the result of the implementation of the motivation to increase vocabulary.

Chapter V is conclusion and suggestion. This chapter relates to the conclusion research and completed by suggestion to make the research better. Bibliography and some appendixes are also enclosed within the chapter.