

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Language is the important thing used by people for communication. All the information is delivered by the language. English language used as an introduction language of science, business, politic, education, etc. As an International language, English is taught to the students of Indonesia. The Indonesia government tried to update the system of education by developing of the new era. Dulay (1982) in Alwasilah (1997:126) said that “people who control more than one language are verbally more skillful than monolinguals, and they mature earlier with respect to linguistic abstraction skills”. The goal of good education will be achieved if a language as the facilities is well functioned and carefully developed.

To be a good teacher is one way to realize a good education. A good teacher is a teacher who takes risk in new experience of teaching practices to get more innovation and creativity. Brown (1994) in Fauziati (2014:8) confirms that “the experiences gained through such practices will give rise to a new insight for more innovative teaching”. In teaching strategies a teacher has a role in teaching as the facilitator, the administrator, evaluator, counselor, etc. According to Sadirman (1990) in Suryosubroto (1997:3) the duties and roles of teachers are: mastering and developing of the material, planning and preparing of the teaching material, controlling and evaluating the student’s activities.

There are four skills needed when people learn English, they are listening, speaking, reading and writing. In addition they have to master the language components, such as: phonology grammar, vocabulary, and pronunciation to support the four skills because the four skills are very important. Vocabulary is one of the important things to master English well and it is the basic of the learning English. Vocabulary is something necessary for learner to perform any

communication task and grammatical practice is used as a point of departure for communicative activities (Wood, 1988).

Vocabulary is the most important factors in English. We need to master it well. The learner should comprehend and high confident to use it in front of speaker especially how to communicate with a good vocabulary building in each vocabulary. Vocabulary has important role to use as tool of communication. Since vocabulary is very important for the students who study English, higher interest should be given to it. Thornbury (2002) notes that with no knowledge about grammar the meaning is received in very small amounts, but with no knowledge of vocabulary nothing can be perceived.

In presenting English, especially vocabulary the teacher should be creative in choosing the materials and able to stimulate the students interest. The teacher needs to manipulate some strategies to support the teaching and learning process. Palmberg (1987) states that vocabulary acquisition in foreign language learning has received rather insufficient attention from applied linguistics and has been largely disused by recent development in research.

There are several studies in teaching vocabulary strategies, this methodology has been tested by Gaeda (2009) who found that using guessing word strategies in teaching English vocabulary making the progression to independent learning can be easier and more efficient. Second, Pique (2000), reveals that ruled the ball of vocabulary learning by turning the classroom into a positive and fun learning experience, making language both more significant and more memorable. It also encourages students to be active, enthusiastic, and animated.

English language has been studied by the Indonesian students from the Elementary School to the University. In this case the research is focused on the Junior High School especially in teaching English vocabulary in extracurricular program. MTs N II Surakarta is one of many Junior High Schools in Surakarta that is based on Islamic religious. English lesson is one of the subjects taught in this school. And the quality of this school is one of the good schools in Surakarta,

because the school used the new curriculum or called *Kurtilas* or *K-13* (*Kurikulum 13*).

In MTs N II Surakarta the facility in learning English is sufficient. This school has to prepare the extracurricular activities to improve the student's skills in all aspects of English in writing, speaking, reading and listening. MTs N II Surakarta has teaching media to develop teaching-learning of all subjects taught to the students. One of the subjects used to teach in English extracurricular program is vocabulary because vocabulary is one way to improve the students' knowledge. In order case, vocabulary can be used to build a grammatical sentence and vocabulary is one difficult item complemented by teacher because many things should be concerned. The teacher has to take good handling in order that students can understand vocabulary itself. Extracurricular activities are very important and play a great role in education (Holland & Andre, 1987). Extracurricular activities are as important for building social and academic skills as the regular classes (Marsh 1991).

This research is conducted to find out the information about the teaching strategies of the English extracurricular program, especially in learning English vocabulary at MTs N II Surakarta and to know how the teacher apply their strategy. By knowing the strategies the researcher may achieve the purpose of teaching learning process at the VIII of MTs N II Surakarta in Academic Year 2017/2018. In this research, the researcher conducted a study entitle "Teacher Strategies in Teaching Vocabulary to The Eighth Grade students in Extracurricular Program at MTs N II Surakarta".

### **B. Limitation of the Study**

To limit the study, the researcher only investigates the strategies of the teacher in teachig vocabulary, how the teacher applies their strategies and the student's response in learning vocabulary in extracurricular program for eight students in MTs N II Surakarta.

### **C. Problem Statements**

From the background of the study stated above, the researcher formulates the questions as follows:

1. What strategies are used by the teacher of English extracurricular program in teaching vocabulary at the class VIII of MTs N II Surakarta in academic year 2017/2018?
2. How do the teachers apply the strategies in teaching vocabulary at the class VIII of MTs N II Surakarta in academic year 2017/2018?
3. What are the student's responses toward the strategies used by the teacher in teaching vocabulary of extracurricular program?

#### **D. Objective of the Study**

Based on the formulation of the problem above, the general objective of this research is analyzing the strategies in teaching English vocabulary in extracurricular class at MTs N II Surakarta. The specific objectives of this research are:

1. To describe the strategies in teaching English vocabulary at the VIII of MTs N II Surakarta in academic year 2016/2017.
2. To find the teachers' way of applying their strategies of teaching English vocabulary at the VIII of MTs N II Surakarta in academic year 2016/2017.
3. To identify the students' response of the teacher strategies in teaching English vocabulary at the VIII of MTs N II Surakarta in academic year 2016/2017.

#### **E. Significance of the Study**

1. Theoretical significance

The researcher expects that the result of this research can be advantageous to the teachers of MTs N II Surakarta about the theory of strategy in teaching English vocabulary especially in English extracurricular program. The teacher should know the students' responses toward the teacher strategies in teaching English vocabulary.

2. Practical significance for the teacher, students and other researcher from this research:

- a. The teacher

The result of this research will help English vocabulary teachers to improve their skill in teaching vocabulary. It is hoped that the result of

this study can give some contributions to the success of the teaching learning English. The teacher is able to select the most appropriate strategy to overcome the problem and the student can understand easily.

b. The students

The result of this research is hoped to improve their ability in learning English, and they can enjoy with the teaching English vocabulary in extracurricular class.

c. Next researcher

This can be used for other researcher as reference in doing similar research or conducting an additional research.