

CHAPTER I

INTRODUCTION

A. Background of the Study

English as an international language is utilized in all countries around the world, including Indonesia. The language assumes an important rules in many sectors of life, such as politic, technology, and education. Education is a very important thing in children, because they will be the next generation in the future countries. In Indonesia, English is viewed as the main foreign language and one of the subjects to be taught in elementary schools.

Based on 2013 Curriculum, English is taught to Elementary School students in order that they achieve functional level, i.e., they can convey in spoken and composed structure to solve daily problems. In order to communicate well, the students need to master not only the four skills (listening, speaking, reading, writing), but also English components (structure and vocabulary). Vocabulary constitutes an important aspect in learning vocabulary. Mastering a lot of vocabulary can facilitate students learn other skills. Mastering vocabulary means that students comprehend the meaning of the words, how to utter and use the words in the real context. If they don't know the meaning of the words, they will not have the option to write, speaking, and translate sentences in English.

Vocabulary is the most important thing in English. If a student does not have vocabulary, they will not be able to understand English well. Vocabulary is a main component in mastering English language, because it can help students to be able to speaking, listeng, reading, and writing (Richard, 2002). Mastering more vocabulary can assist students to knowing the meanings of words that they used to convey. One of the main principles of learning a foreign language is in order to be able to use it in communication. Therefore, students firstly have to recognize, comprehend the meaning of vocabulary to the target language. Thus, it is means that very important to learn vocabulary as a basic for learning English.

Because mastering vocabulary is important, students should be equipped with a lot of vocabulary. Teachers can apply various strategies in teaching the component. The strategies applied can be games, because elementary students are more likely to play while learning. There are principles of language learning that can be used as theoretical references in teaching materials, teaching-learning strategies, and managing

language classes in elementary schools (Alwasilah, 2000). These principles contain a communicative approach and meaningfulness. To enrich vocabulary teacher can also ask children to memorize 10 words in English in a day and then the students are tested one by one. The teacher also can choose a word that usually used in daily life e.g. a day in a week, public place, things in a home, etc. After student mastering vocabulary in daily life, students can learn a high level of vocabulary.

English vocabulary should be increased when children in elementary school, especially in fifth grade class because in this class student already get many vocabulary that start from third grade class. In SD Negeri 3 Sobokerto, English teachers also teach vocabulary to the students but the teacher haven't special strategies to teach vocabulary. The researcher choose this school because in this school there are many students who have a limited number of vocabulary and still get difficulty to memorize a new vocabulary. The researcher observed the process of teaching vocabulary to the Fifth Grade Elementary School students. The researcher observed how the English teacher taught English vocabulary to students. Due to Covid-19, all learning activities were done online. And for English lessons, the teacher taught students via WhatsApp, and just provided material and questions. In a Whatsapp group students are more passive because there are still many students who haven't quota even signal to access it.

In this research, the researcher focused on vocabulary teaching and problems faced by the teachers. At SD N 3 Sobokerto, especially the fifth grade of elementary schools, the researcher found several problems that needed to be discussed. Then, the researcher conducted interview with the English teacher. From this, the researcher found the reasons why those problem arise. The reasons are: (1) limited internet access and no device which the students can use in learning online because sometimes their parents take their HP with them; and (2) the student have not been able to adapt to using other online media and only rely on Whatsapp groups. It, makes students difficult to learn online.

Based on the phenomenon above, the researcher is interested in identifying the strategies applied by the English teachers in teaching vocabulary and find the problems faced by the teachers in teaching vocabulary. Hence, the title of the research is "STRATEGIES IN TEACHING VOCABULARY TO THE FIFTH GRADE STUDENTS OF SD NEGERI 3 SOBOKERTO IN 2021 ACADEMIC YEAR"

B. Problem Statements

Based on the background of the study above, the researcher states the problem of the study as follows :

1. What are the strategies applied by teacher to teach vocabulary at fifth grade students of SD Negeri 3 Sobokerto?
2. What are the problems faced by the teacher in applying the strategies in teaching vocabulary at fifth grade students of SD Negeri 3 Sobokerto?

C. The Objective of the Study

In line with the problems, the study is aimed to:

1. find the strategies applied by the teacher to teach vocabulary to the fifth grade students of SD Negeri 3 Sobokerto.
2. analyze the problems faced by the teacher in applying the strategies in teaching vocabulary at fifth grade students of SD Negeri 3 Sobokerto.

D. Limitation of the Study

In this study, the researcher limits on the strategies in teaching vocabulary to the fifth grade of SD Negeri 3 Sobokerto in 2021 academic year. Strategies are defined as the teacher's way to teaching in the classroom which aims to make students easy to understand, receive and master learning material.

E. Significance of the Study

The writer whises that this study can be used for the readers theoretically and practically:

1. Theoretically

The results of this study can be provide as additional information to other researchers in conducting the similar research.

2. Practically

a. For the teacher

This study, can be used as additional information for the teachers in teaching vocabulary.

b. For the students

Student can master English vocabulary easily.

c. For the school

The result of this study is relied to increase the quality of the students in understanding vocabulary at SD Negeri 3 Sobokerto.

F. Research Paper Organization

In order to make the readers easily to comprehend the paper the researcher arranges this paper into five chapters. There are as follows:

Chapter I is introduction. This chapter explains the background of the study, problem statement, limitation of the study, objective of the study, benefit of the study, and research paper organization.

Chapter II is underlying theory. This chapter consists of previous study, definition of approach, method and strategies, definition of vocabulary, vocabulary mastery, strategies in teaching vocabulary, teaching vocabulary, principles of teaching vocabulary to young learners, characteristic of young learners, and theoretical framework.

Chapter III is research method. This chapter will discusses type of research, subject of research, object of research, the place and time research, method of collecting data, source of data, and technique for analyzing data.

Chapter IV is presents the result and discussion of the research.

Chapter V is conclusion and suggestion.