

CHAPTER 1

INTRODUCTION

This chapter describes some points including the background of the study, statement of the problem, objective of the study and significance of the study.

1.1. Background of The Study

According to Priyono (2004:22), in light of the provision of language input, differences between foreign language and second language are crucial. The differences involve many factors that to a great extent, determine the success and failure of learning the language. Therefore, the status of English should be taken into account to understand the problems related to language learning and teaching. In Indonesia, English has been determined as the first foreign language to be taught as a compulsory subjects beginning from secondary school to the first year of university.

Learning a language is essentially learning vocabulary, and it is a lexical competence that enables the learners to use the language with ease. Vocabulary represents one of the most important knowledge necessary for teaching and learning a foreign language. It is the basis for the development of all the other skills: reading comprehension, speaking, writing, spelling, and pronunciation. Thus, Vocabulary is the main tool in the teaching.

Decarrio in Fauziati (2010:61) states that “vocabulary learning is central to language acquisition, whether the language is first, second, or foreign”. In other words, language skills will make it easy to master vocabulary first. Learning vocabulary is also a priority to be taught to early age students. As stated by Fauziati (2010: controlled by 91 learners) that “Children in primary or elementary school are at the concrete operational stage of cognitive development and classroom activities should create and offer opportunities for learning”. The age of child development is a very effective time to introduce to new vocabulary. However of course the right strategy will really help

children in learning. Mastery of good vocabulary can be achieved, one of which is by using appropriate methods and techniques of conventional learning techniques. Methods are quite effective in helping children to master vocabulary, but sometimes these methods and techniques also cause boredom in children because of the lack of variety. Boredom of course will affect children's motivation to learn. Therefore, more varied methods and techniques are needed so that children have the opportunity to experience new, more enjoyable experiences when learning. Conformation between the methods and techniques of teaching historically has an important role in achieving an expected teaching goal, Larsen-Freeman (2000: 1) said, "Language teaching method is a coherent set of links between actions and thoughts in language. The use of media is a technique that is suitable for teaching a new language to early childhood. Realia media and flash cards are two of the many media that can be applied in teaching vocabulary.

1.2.Statement of the Problem

Based on the background of the study above, there are two questions that must be answered as the statement of the problem of this study;

1. What are the teacher's strategies in teaching English vocabulary to young learners?
2. What are the teacher's reasons in using the strategies in teaching English Vocabulary to young learners?

1.3.The Objectives of the Study

Going in line with the problem statements above, this study has two objectives:

1. To know the teacher's strategies in teaching English vocabulary to young learners.
2. To know the reason of the teacher in using the strategies in teaching English vocabulary to young learners.

1.4 Significance of the Study

1. Theoretical Significance

This research could give contribution to the future development of Vocabulary Learning Strategies to Young Learners.

2. Practical Significance

a. Teachers

The researches wish that Teachers of English Language are able to develop suitable strategy or method in teaching students.

Students are improving their English by learning simple daily vocabulary and practicing it daily.

b. Readers

This study hopefully could give contribution to readers who are interested in studying English Language Teaching. And it could give latest knowledge to the readers about English Language Teaching.

c. Other researcher

The researcher believes that this paper study is far from perfect. Therefore, some weakness could be found in this paper. Hopefully, other researcher could make better equivalent research in the future.

