

CHAPTER I

INTRODUCTION

A. Background of The Study

Teaching English has grown drastically in the recent year since globalization effect and everybody must comprehend English as their international language. The advancement of English education can be found in Indonesia, in which English begins to be instructed to young learners. Before, English language was offered just to students in junior and senior high school, however now English lesson is given from the first grade until sixth grade of primary school. Which English lesson are officially taught in primary school since the 1994 school year as subject of local content.¹

There are four abilities that ought to be mastered by students in learning English. They are speaking, listening, reading, and writing. Other than four English abilities, to help the mastery of the four language abilities the students ought to have well comprehension of English componen that is vocabulary. Nguyen & kkuat also said that vocabulary is one component that is important in mastering the four skill of listening, speaking, reading and

¹ Kasihani K.E. Suyanto, *English For Young Learners* (Jakarta: Bumi Aksara, 2009), 1.

writing.² It is clear that vocabulary influences four skills in learning English so that it is important to be taught, especially for young learners and know a few vocabularies also is the most basic need to make sentences or speech languages. Without vocabulary there will be no verbal communication in language.³

English vocabulary as one of the language aptitude components has a significant job for young learners in learning foreign language. It additionally implies that teaching speaking, reading, writing, and listening can not be isolated from instructing vocabulary. Vocabulary is one of language ability, which upgrades the expertise in language. Moreover, Cameron stated that vocabulary as one of the knowledge areas in language, plays a main role for young learners when then acquiring a language.⁴

In teaching English especially vocabulary, the teacher ought to be creative in choosing materials and able to stimulate the students interest. So the teacher needs to have some techniques to help the teaching and learning process. Brown states that vocabulary is incorporated into communicative

² Nguyen T. H and Khuat T.N, "Learning Vocabulary Through Games". *Asian EFL Journal* ,Vol. 5, No. 4, (September-Desember, 2003), 68

³ Zaim and Prof. Dr. Muhamad, *English Learning Evaluation* (Jakarta: Kencana, 2016), 164.

⁴ Lynne Cameron, *Teaching Languages to Young Learners* (New York: Cambridge University Press, 2001), 11.

task, attention to lexical forms is now more central to the development of language.⁵

Teaching English for young learner is very much different from teaching adults because young learner have different characteristics and motivation. So the techniques for teaching must be distinctive as well. The children are regularly more enthusiastic and lively as learners than adults. And also children start learning language from their environments. They listen and try to imitate the adults' conversation. Uniquely, once they listen, children will repeat and find out the meaning of what adults' say. It shows how children gain proficiency with a language normally through their condition. And several studies comparing learning between children and adults have shown that the learning process at the adult level is more manageable, compared to the level of children.⁶ And also according to Scoot, there are some general characteristic of the children in the beginner level (5-10 years old) : they will tell what they heard, they use their fantasy, they love playing and learn best when they enjoy doing something, they are enthusiastic and positive thinking, they rely on the spoken as well as the physical words to convey and understanding meaning, they learn from the direct instruction, their own understanding comes through eyes hand, and ears,

⁵ H. Douglas Brown, *Principles of Language Learning and Teaching* (New Jersey: Prentice hall, 2001), 7.

⁶ Diah Gusrayani, *Teaching English to Young Learners* (Bandung: LIPI PRESS, 2014), 1.

they have very short attention and concentration.⁷ In the elementary school, the young learners students start to learn many vocabulary and they have to memorize and remember the vocabulary.

Based on the on the researcher' pre-observation on January 2020 , the problem faced was the young learners students got difficulty in memorizing the vocabulary because there are many vocabularies and the should not only memorize, but they also should comprehend the vocabulary. Here, teacher plays an important role to help the students master the vocabulary and it depends on the techniques used by the teacher in teaching and the teacher should provide some techniques that are appropriate and effective for the students.

In addition, the researcher wants to do the research in Assa'adah Global Islamic School because some reasons. The first is Assa'adah Global Islamic Shool is one of the good primary school in Serang-Banten. The second is the school has A acreditation. The third all facilities and infrastructure are very adequate. The fourth the young learner students in Assa'adah Global Islamic School be able to use English language in their daily school activities. The fifth is the English teacher in Assa'adah Global Islamic School have a lot of experiences and also good ability in teaching English.

⁷ Wendy A. Scoot and Lisbeth H. Yteberg, *Teaching English to Children* (London: Longman, 2000), 1-4.

Then, at Assa'adah Global Islamic School, English language has been taught in the first grade students, but the researcher choose second grade students because in the first grade they are still introducing language but if in the second grade they have started to learn vocabulary.

Based on the background above, it is accepted that techniques in English teaching at elementary school will influence the students' comprehension to the lesson, especially vocabulary. So the researcher would like to conduct a study under the title "TEACHER'S TECHNIQUES IN TEACHING VOCABULARY FOR YOUNG LEARNERS (A Case Study at Second Grade of Assa'adah Global Islamic School School)".

B. Identification of The Study

Based on the background of the study, here certain reasons why the researcher recognizes about the techniques in teaching vocabulary. First, teaching vocabulary to young learners are not simple. Second, teaching English for young learners are particularly not quite the same as educating adults. Third, young learners can easily get bored, if the condition and the techniques of teaching English process are monotonous and not creative. Klein argues that teaching young learners are different from teaching adults. Young learners tend to change their mood every other minutes, and they find

it extremely difficult to sit still.⁸ In addition according to Bruner and Donalson from their study found that some of the most important learning in children's lives is gained from playing⁹. So the teacher is expected to be imaginative and creative in developing their teaching to make the English lesson more exciting.

C. Limitation of The Study

This study is conducted to describe the teaching vocabulary for young learners. Moreover, this study will be focus on the techniques used by the teacher in teaching vocabulary for young learners at Assa'adah Global Islamic School and the teacher's reasons in using the techniques.

D. Problem of The Study

Based on the limitaton of the study above, the researcher formulates the research question as follow :

1. What are the techniques used by the techer in teaching vocabulary at second grade of Assa'adah Global Islamic School ?
2. How are the teacher's reasons in using the techniques in teaching vocabulary at second grade of Assa'adah Global Islamic School ?

⁸ Klein, K, "Teaching Young Learners", *Forum: Journal of English teaching*, Vol. 43, No. 1, (January, 2000), 12-17.

⁹ Imas Kurniasih, *Pendidikan Anak Usia Dini* (Jakarta: Edukasia, 2009), 114.

E. The Objective of the Study

Based on the problem above, the objectives of this research is to identified the tehniques used by teachers in teaching vocabulary for young learners at second grade of Assa'adah Global Islamic School and the teacher's reasons in using the techniques.

F. Significance of The Study

The research is to provide both theoretical and practical benefits :

1. Theoretically

This research will provide knowledge about techniques in teaching vocabulary for young learners and this study will be helpul and have a contribution for further researches in the field of vocabulary teaching.

2. Practically

For the students, by using an appropriate techniques, the students will get enjoyable in teaching and learning process and the students will not feel forced in learning English especially in learning vocabulary but they will feel happy to learn since they are put in an enjoyable situation.

For the teacher, they will get an information about suitable techniques in teaching vocabulary to young learner. It is an important thing for the

teachers to develop the techniques in their classroom in order to make the students interested in the subject.

G. Previous Study

In conducting this research, the researcher has read these following previous researches about teaching vocabulary as follow : The first research is done by Nita Myla ardani. The title is “Teaching Vocabulary To Young Learners Using Flashcard at BA Aisyiyah Kadilangu”. The research was done on October 2015. This research aimed to describe the implementation o teaching vocabulary to young learners using flashcard”. This study employed a descriptive qualitative research design. The writer draws some conclusion about teaching vocabulary using flashcard and the result showed that students be able to active and confident because they do a lot aof activities by using flashcard.¹⁰

From the previous research above, the researcher finds the differences between this research with previous research that are the previous research more focused on the technique which has existed namely flashcard while this research focus on the techniques use by the teachers in teaching vocabulary. And also her research use descriptive qualitative research but this research use case study research.

¹⁰ Nita Myla Wardani, “Teaching Vocabulary To Young Learners Using Flashcard At BA Aisyiyah Kadilangu”, (Bachelor Degree of Education in English Department, UMS, 2015), 20.

The second research is done by Dewi. The title is “Strategies in Teaching vocabulary at The First Year in SMPN 2 Bringin, kabupaten Semarang”. The research was done in February 2012. This research aimed to describing the strategies used by the teacher. The subject of this study is the English teacher of SMPN 2 Bringin Kabupaten Semarang. The object of this study focuses on the process of teaching vocabulary to the first grade students in SMPN 2 Bringin kabupaten Semarang. The writer draws some conclusion about the strategy by the teacher. And the strategy committed by the teacher are memorization, synonym/antonym, translating, and fill in the blank. The strategies used by the teacher are good because the strategies can make the students more active.¹¹

Then, the differences between this research and the previous research are this research explain about the techniques use by the teachers in teaching vocabulary while the previous research explained about the strategies in teaching vocabulary and also this research pointed to the young learners or elementary school while her research pointed to junior high school.

The third is Neeritta Kuattiningsih who wrote “The Use of Songs to Teach English Vocabulary to Year 2 Students of SD Negeri Sekip I Surakarta”. In her research, she found that through songs as a techniques to

¹¹ Dewi, “Strategies in Teaching Vocabulary at The First Year in SMPN 2 Bringin Kabupaten Semarang”, (Bachelor Degree of Education in English Department , UMS, 2016), 32.

teach vocabulary and overcome the students' problem effectively. They can easily memorize the new words and their meaning, they can also pronounce the words correctly, make the students relax, make the class more productive, and help the teacher to handle the class. So, she concluded that teaching vocabulary through cartoon films can increase the students' vocabulary mastery.¹²

Then, the researcher finds the differences between this research with previous research that are previous research more focused on the technique that is song while this research focuses on the technique used by the teachers and also previous research site in SD Negeri Sekip I Surakarta while this research site is in Assa'adah Global Islamic School.

The last is done by Dewi who wrote "A Study on Vocabulary Mastery in Teaching Learning Process of the Fourth Year Students of SD Min Jetis Sukoharjo in Academic Year 2005/2006". She is tried to find out how far is the students' vocabulary mastery in SD Min Jetis Sukoharjo. Are the students have a lot of vocabulary mastery? Whether their pronunciation is good? From this research she concludes that the fourth grade students' vocabulary

¹² Noeritta Kuattiningsih, "The Use of Songs to Teach English Vocabulary to Year 2 Students of SD Negeri Sekip 1 No. 161 Surakarta", (English Diploma Program, Faculty of Letters and Fine Arts, UNS, 2008), 15.

mastery is good because the teaching materials which are taught to them are relevant and familiar to their daily life.¹³

So, the differences between this research and previous research are in previous research explained about how far the students master the vocabulary but this research explain about the techniques in teaching vocabulary.

In addition, the focus of this research is to what tecahniques that use by the teachers in teaching vocabulary for young learners at second grade students of Assa'adah Global Islamic School.

H. Organization of the Writing

This paper divided into several chapters and sections with the systematic of writing detail as followed :

Chapter 1 is about introduction. This chapter contains of the background of the study, identification of the study, limitation of the study, problem of the study, the objective of the study, significance of the study, previous study and organization of the writing.

Chapter II is a theoretical framework. This chapter contains theory of vocabulary, teaching vocabulary, young learners.

¹³ Dewi, "A Study On Vocabulary Mastery in Teaching Learning Process of The Fourth Year Students of SD Min Jetis Sukoharjo in Academic Year 2005/2006", (Skripsi, English Education, UNY, 2006), 57.

Chapter III is about methodology of research. It contains of research designed, setting of research, data and source of data, techniques of collecting data, and techniques of analysis data.

Chapter IV is about the result of the research. it contains of research findings and discuss.

Chapter V is about closing. It contains of the conclusion and sugestion.