

CHAPTER I

INTRODUCTION

This chapter presents the background of study, problems of the study, purpose of the study, significance of the study, scope and limitation, definition of the key terms.

A. Background of the Research

In Indonesia, English as foreign language has been taught from the kindergarten until the university. For Indonesian learners as the foreign language learners, the success of their English learning is they have to be able to perform the four language skills: writing, reading, listening and speaking accurately. Widiati and Cahyono(2006:78) point out that the success in performing these four language skills essentially dependent on some “language learning ingredient” such as vocabulary, grammar, and pronunciation, which are usually called as language elements. Among these three language elements, vocabulary is the core component of language proficiency and it provides much of the basis for how well learners speak, listen, read, and write. Vocabulary is essential for building knowledge of a new language. It provides basis for learning structures and grammar. Without vocabulary it is not possible neither to communicate nor improve in language. Well acquired vocabulary ensures a good start to a successful learning process in good knowledge of language and ability to use it well in real life.

Considering the importance of vocabulary in the students' learning English, the way of vocabulary is learned by learners that can support the learners language skills should be ensured because it can improve the learner proficiency as Oxford (1990:1) states that appropriate language learning strategies result in improved proficiency and greater confidence. The improvement of learners' proficiency also deals with how the teachers strategy in teaching, because teaching strategies applied by every teacher who have to be able to improve the students' language performance in terms of the four skills.

MTsN Tulungagung is one of many junior high schools in Tulungagung that has good reputation in terms of achievements such as often wins some contests in the Olympiad held by the Ministry of Religion affair on 16 May 2012, MTsN Tulungagung become a winner by winning 3 trophy, namely: the first winner of Science, 2nd and 4th runner up of Mathematics, (Kemenag Jatim, 2012). In Olympiad some of the questions are in English. The students need to master the vocabulary in order to answer the questions. This implies that teachers should design teaching activities that according to Bambang (2008:1) the aims is enabling learners to understand the concepts of unfamiliar words, gain a greater number of words, and use words successfully for communicative purposes. Thus, good vocabulary mastery supports mastery of each the language skills, both receptive (listening and reading) and productive (speaking and writing).

Based on the description above, the writer believes that to reach the objectives of vocabulary teaching that can support the language skills; the teacher should have the strategies to help the students to achieve and accomplish the goals. In so doing, this study will explore and investigate teachers' strategies in teaching vocabulary. Accordingly, the research is entitled "A Descriptive Study on Strategies Employed in Teaching Vocabulary to Support students' Vocabulary mastery at MTs Negeri Tulungagung".

B. Statement of Research Problem

Based on the background of the study above, the proposed research problems are:

1. What are strategies applied by the teacher in teaching vocabulary at MTs Negeri Tulungagung?
2. How are the strategies employed by the teacher in teaching English vocabulary to support the students' vocabulary mastery at MTs Negeri Tulungagung?

C. Objectives of the Research

Based on the statement of the research above, the aim of the study are:

1. To describe teacher's teaching strategies applied in teaching English Vocabulary at MTs Negeri Tulungagung.
2. To describe the use of strategies employed by the teacher in teaching English vocabulary to support the students' vocabulary mastery at MTs Negeri Tulungagung.

D. Significance of the Research

The researcher hopes that the result of the study will give contribution. Practically, the result of this study can be useful for English teacher and students. For teachers, this research can enable teachers to design appropriate materials and activities that suitable for them in order to improve their vocabulary teaching. So, it can make ease English teacher in the process of teaching and learning, especially in vocabulary aspect which can invite students' motivation in learning English.

Meanwhile, for students it can develop and apply students' learning problems in learning vocabulary. So it will be easier and interesting for students in learning vocabulary and success in vocabulary mastery.

E. Scope and Limitation of the Research

The research was conducted in MTs Negeri Tulungagung. It focused on the selected teacher who teaches vocabulary in favorite class as the subject of the study. In favorite class the students are given more attention in language especially English than regular class. Moreover, In the favorite class, some of the students joint Olympiad where the questions are written in English so that's way they need more direct teaching in learning vocabulary to master it. Thus, in this study researcher investigates selected teacher vocabulary teaching strategies and the employed of those teaching strategies to the students.

F. Definition of Key Terms

In order to avoid misunderstanding of the readers, it is important to define the key terms, as follow:

1. Teaching Strategy

Teaching strategy is a specific actions, behavior, steps or technique used by the teacher in the teaching and learning process.

2. Vocabulary

Vocabulary is a group of words that must be mastered by the students as a core component of language proficiency in their learning process.

3. Vocabulary mastery

Vocabulary mastery can be constructed as an ability to combine skill or knowledge of words that used for communication purposes.

4. Vocabulary teaching strategy

Vocabulary teaching strategy is specific actions, behavior, steps or techniques used by the teachers to enhance their students' vocabulary mastery.

G. Organization of the Study

To create a good study, it needs to be organized systematically. This study is divided into five chapters. Every chapter has different significant contain.

The first chapter is introduction. It consists of background of the research, Statement of the research problems, objectives of the research, significance of the research, scope and limitation of the research, the definition of the key terms and organization of study.

The second chapter deals with review of related literature. This chapter discusses the relevant theories and previous studies.

The third chapter is research method. This section discusses the research design, data and data source, data collection and data analysis.

The forth chapter is research findings and discussion. This chapter has the content about the process of the research.

The fifth chapter is Conclusion and Suggestion. It consists of conclusion and suggestion of this study.