Chapter One

Introduction

This chapter discusses the background of the study, the statement and limitation of the problem, the research questions, research objectives, significance of the research, and also outline of the research.

Background

Teachers play an important role in the learning process in the class rooms. In the process of teaching and learning English, teachers play an important role because usually students learn English at the first time at school with their teacher and spent more time to learn English with their teacher too (Wantini, 2010). Through teachers, students learn basic materials especially vocabulary in learning English.

Vocabulary is a number of words a learner knows, while vocabulary complexity refers to the learner's knowledge about their usage (Daller, H., Milton, J., &Treffers-Daller, J., 2007). The word is a letter or group of letters that has meaning when spoken or written. Vocabulary is important in language world because vocabulary is always used when speaking and writing. Vocabulary mastery could help enhance one's speaking skill. That statement is also supported by Ebrahimi, Azhideh and Aslanabadi (2015) who stated that vocabulary is important to learn a foreign language because it can influence the mastery of language skills: writing, speaking, reading, and listening. Similarly, Jordan (1997, p.149) also stated that

teaching vocabulary is such an important task in teaching English because vocabulary achievement is related to all language learning and concern to all four language skills.

Vocabulary size can be criterion toward students' vocabulary mastery. A person might require the substantially more 8000 or 9000 words for trouble free reading and speech (Nation, 2006). However, when the students do exercise in English lesson, they know and understand vocabulary or term in English. Therefore, the learners should have motivation to improve the vocabulary mastery.

Teaching vocabulary involves more than teaching the definition of technical or unfamiliar words in texts. In teaching vocabulary, special attention must be given not only to single word but also to some words. According to Snow, Griffin, and Burns (2005), teaching vocabulary is a building process that occurs over time as students make connections to other words, learn examples and related words, and use the word accurately within the context of the sentence". So, in teaching vocabulary teachers are expected to help the students to gain large vocabulary of useful words. Teachers should be able to introduce new words and asks the students to practice them.

Learners who are actively involved in doing English tasks will be more successful in vocabulary learning compared to those who are less involved (Williams & Burden, 1997). For instance, when the learners are asked to complete the essay task they would make some efforts finding the vocabularies to share their ideas into

sentences or paragraph. Unconsciously, their vocabulary mastery can enhance through writing the essay.

In teaching and learning process in the class, the teacher is expected to have strategies or treatment in improving students' vocabulary mastery. The same thing occurs in SMA Muhammadiyah 3 Yogyakarta. Some student's vocabulary in SMA Muhammadiyah 3 Yogyakarta was still limited. It is based on the researcher's experience when doing a teaching practice there. When the students were asked to write in English some students used limited vocabulary. So the teacher gave treatment to improve students' vocabulary.

Based on the background above, the researcher wanted to know and carry out a research on what the teacher's strategies in improving student's vocabulary are. The researcher also wanted to know the information from the teachers about what problems occurring when implementing the strategies in improving students' vocabulary.

Statement and Limitation of the Problem

The researcher realizes that the students' mastery of vocabulary is important in learning process. Based on the researcher's experience when doing teaching practice in SMA Muhammadiyah 3 Yogyakarta, the researcher found out that the vocabulary mastery of some students was still limited as seen in their writing practice. The English teachers of SMA Muhammadiyah 3 Yogyakarta has done some treatments to improve student's vocabulary.

In teaching and learning process some teachers might implement some strategies that are not considered suitable for teaching vocabulary, such as teaching vocabulary as teaching a list of words that the students should memorize. Another problem is that some teachers lack of ability in teaching the ability in applying word in different situation and context. In addition, some teachers teach vocabulary that makes the students think that English is difficult and complicated. So, it is important to investigate the teacher's strategy as well as their problems in improving students' vocabulary.

Research Questions

The research questions of this study are:

1. What are the teacher's strategies in improving students' vocabulary at SMA Muhammadiyah 3 Yogyakarta?

2. What are the problems faced by the teachers in improving students' vocabulary at SMA Muhammadiyah 3 Yogyakarta

Research Objectives

1. To find out the teacher's strategies in improving students vocabulary at SMA Muhammadiyah 3 Yogyakarta.

2. To identify the teacher's problems in improving students vocabulary at SMA Muhammadiyah 3 Yogyakarta.

Significance of the Research

This research is expected to give benefit to:

Teachers. Through this research the teachers can learn the strategies in improving students' vocabulary mastery applied by the teachers in SMA 3 Muhammadiyah Yogyakarta. This research also gives information of the teacher's problems in improving student's vocabulary, so they can anticipate the problems in improving students' vocabulary.

Other Researchers. This research can be a reference for the next researchers who are going to do similar research.

Reader: This research provides a literature for the readers about strategies and problems in improving student's vocabulary. The reader will get information about the teacher's strategies and problems, so that they might practice and apply independently.

Outline of the Research

The researcher will divide the *skripsi* into five chapters. The first chapter is introduction. Introduction consists of background, identification and limitation of the problem, research question of the problem, objective of the problem, the significance of the research, and outline of the research. The second chapter will review the literature and previous studies. The methodology will be discussed in the third chapter. Methodology consists of research design, setting of the study, data collection

method, technique of data collection method, and data analysis. The result of this study will be discussed in the fourth chapter which are finding and the research discussion. This chapter focuses on the result of the data collected. The last chapter will discuss the conclusion and suggestion.