

CHAPTER I

INTRODUCTION

This chapter discusses the background of the research, statement of the problem, objective of the research, significance of the research, scope of the research, and operational definition.

1.1 Background of the Research

A language is a communication tool used by humans, in the form of oral or written. We know that all over the world have different languages for us to learn foreign languages. One of them is English. English lessons have been taught since elementary school, Junior High School, and Senior High School.

There are several problems faced by teachers when teaching in primary schools. The most basic problem is when students find it difficult to remember vocabulary in learning English is not always a priority in language learning English in SDN Sriwedari 01 Pati. Harmer (2007) young learners are not necessarily better learners compared to older learners. Younger children are indeed more likely to develop native-like English proficiency than adult learners. Brown (2000) learning English starts from an early age that can improve student competence in intercultural interaction to motivate and encourage students to be enthusiastic in learning English. Lightbown and Spada (1999) teachers of English for young learners need to have a better understanding of students in learning vocabulary as a basis for students learning English.

Based on the teacher's information, they found a fundamental problem in teaching vocabulary in SDN Sriwedari 01 Pati. The students find it difficult to remember vocabulary in learning English because it does not belong to the final exam. And then, the students have a low score in memorize aspect.

Based on the research of the vocabulary by students at SDN Sriwedari 01 Pati, so far they have very little understanding of vocabulary. Vocabulary is one of the important aspects of learning English and vocabulary is one of three language components besides grammar, speaking, and pronunciation. This has to be mastered and acquired by the students in learning a new language. With the

limited vocabulary, students will have difficulties in learning and understanding the foreign language. So, students who want to communicate in English well must have a wide range of vocabulary. Landry (2003) vocabulary has to be attained and build upon. A learner needs to understand a new language and to communicate or express his or her ideas to others. Teaching vocabulary is the entrance gate before teaching another skill of language. By conquering vocabularies as much as possible, the learners are easier to practice the skill. Then vocabulary is necessary for necessary is every stage of language learning. The learners need to master vocabulary first before learning a certain language such as English.

So, teaching English informal schools, especially in elementary school, is the first stage that children must go through. Teaching English at SDN Sriwedari 01 Pati is indeed not easy because this is the first time students know about foreign languages and they do not pay attention to learning.

Every teacher has different strategies in teaching vocabulary. To find out how teachers teach vocabulary in class, it is important to research Teacher Perception on Strategies of Teaching Vocabulary to Students of SDN Sriwedari 01 Pati in the Academic year 2020/2021.

1.2 Statement of the Problem

Based on the background of the research above, the problem of the research is how are students' perceptions on strategies of teaching Vocabulary at SDN Sriwedari 01 Pati?

1.3 The Objective of the Research

The purpose the objective of the research is to know students' perceptions of strategies of teaching vocabulary at SDN Sriwedari 01 Pati.

1.4 Significance of the Research

The researcher expects the research will be useful for the people as follow:

1. Theoretically Significance

The research will give information related to the perception of strategies of teaching vocabulary to students of SDN Sriwedari 01 Pati. This research is

expected to be a reference for other researchers to conduct and the learning process of vocabulary. Hopefully, the results of this research are useful for students, teachers, and readers.

2. Practically Significance

For the students, the finding of the research can be used as a new reference to learn English, especially vocabulary. They can know things teachers' perceptions of strategies and they can choose one of the strategies used by the teachers to understand and vocabulary.

Meanwhile, for teachers at SDN Sriwedari 01 Pati, this finding is expected to be a useful contribution that can be transferred to students according to their characteristics. By considering that each student can apply a different strategy, teachers' can take one of the strategies in teaching vocabulary to their students.

For the next researchers, this research will give some contribution and information for the next researcher about perception on strategies of teaching vocabulary used by SDN Sriwedari 01 Pati.

1.5 Scope of the Research

Based on the problem of the researcher is on teachers' perception on strategies of teaching vocabulary to students in SDN Sriwedari 01 Pati. Perception is giving opinion assumptions to know the meaning of something. The writer chooses SDN Sriwedari 01 Pati as the subject of the research. Because some of the students were not good at vocabulary and also the students did not understand the content when the teacher speaks. The material of English Vocabulary of SDN Sriwedari 01, the material of fourth grade of the first semester is a diversity of national culture, the second semester of listening to the instruction and repeat (Teaching "An eraser" for Students "Repeat"), the fifth-grade first semester is listened and circle the correct time (for CD "it's half past tree and students circle the clock image), the second semester listen and describe, the sixth-grade answer the questions orally. The researcher will limit only teachers' perception also on strategies of teaching vocabulary.

1.6 Operational Definition

They are some terms in this research to clarify strongly. Those are:

1. Teachers' perception is the teachers' belief and opinion in teaching vocabulary taught by the teacher.
2. Strategies for teaching vocabulary use are vocabulary text with rich vocabulary and images and play vocabulary games when they teach vocabulary in the class.

