

## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 Background**

Mastering English as an international language appears to be a benefit as globalization advances. This language has the potential to connect the cultural and language barriers amongst people of various backgrounds. Thus, English studies are popular throughout the world, especially in Indonesia. Indonesian students believe that learning English will help them become more self-sufficient. As a result, they would be able to compete on a global level. To achieve the best results, a system of teaching and learning English to young learners must be established. In other words, it has been assumed that the government shall have a role through policy.

Due to the fact, in Indonesia English is mainly taught starting from the secondary level. Meanwhile, English is only taught as an extracurricular or additional subject in primary school. There is no policy mandating that English be taught beginning in kindergarten or primary school. However, the teaching and learning of English in elementary school equips pupils with English language competencies during the golden era, when children could easily learn everything. According to a study undertaken by a team of scientists from McGill University in Canada, the best age to start learning a second language is before puberty.

Teaching an English lesson to primary school students is a reasonable decision considering that students in elementary school have a period known as the

golden age and a critical period, during which children can learn anything quickly. During this time, their brains are still sufficiently flexible to learn anything, including languages. Furthermore, children have open views toward different languages and cultures, which helps them learn the languages. Vocabulary, being one of the knowledge areas in language, plays an important role for young learners when learning a language. According to Linse, vocabulary growth is an important part of young learners' language development.

As we all know, young learners, particularly elementary kids, have a strong memory and can recall all they learn. Brown claims that children learn real pronunciation whereas adults do not because it requires the control of so many muscles. In addition, as cited by Lenneberg in Najafi, a critical period is a range of time with a specific onset and offset during which language is easier to acquire. Adults, according to Lenneberg's Critical Period Hypothesis, no longer have the same flexibility as children that allows them to cope with new brain activity. Adults may struggle to achieve native-like fluency due to developmental changes in the brain which affect the nature of language acquisition after the critical period has passed.

Vocabulary is an important component of the English language that should be taught to young learners from a young age. Cameron contends that words are vital in developing young learners' skills and knowledge and that developing effective terms for young learners is essential to basic-level foreign language learning. People's language skills will not develop significantly if they spend a lot of time studying grammar; nevertheless, if they acquire words and expressions,

their language skills will improve significantly. Furthermore, according to Richard and Renandya, vocabulary is an essential component of listening, speaking, reading, and writing. Vocabulary is fundamental to language and is necessary for typical language learners. A lack of lexical knowledge will result in ineffective communication. A large vocabulary, on the other hand, benefits in understanding and learning new words. Recognizing the significance of vocabulary growth or mastery development, students must commit some of their time to learning vocabulary items from the time they are young learners.

Teacher should be aware of the techniques to improve the vocabulary of young learners. The teacher should know what the young learners want and it refers to strategies used by the teacher in teaching vocabulary. Indeed, they should be familiar with teaching variables such as methods, tactics, and resources so that teacher can transfer the materials effectively while keeping in mind the characteristics of young learners. Richards defines strategy as a plan, step, or action taken by the learner to make learning easier, enjoyable, self-directed, more effective, and more transferable to other situations. According to Evan and Lang, a good method is useless in the hands of a teacher who does not know how to utilize it, and an excellent teacher cannot be effective if a terrible method is used. As a result, the teacher must be able to select and implement appropriate ways to teach vocabulary to young learners. However, the English education department was established solely to provide professional instructors at the secondary level. This could be a dilemma for primary school teacher.

Deni and Fahriany (2020) conducted "Teachers' Perspective on Strategy for Teaching English Vocabulary to Young Learners,". Concerned in this case appears to be the teachers' method of teaching. Furthermore, this case study is intended to investigate the Qur'an Learning Center teachers' perspectives on the approach utilized to teach vocabulary to young learners. The issue of establishing a teaching vocabulary technique results from both students and teachers. Some students pay less attention and are less focused during the teaching and learning process. The teacher offers a few methods to overcome some difficulties in teaching English vocabulary. First, the teacher should understand the students' needs and present some intriguing teaching strategies. As a result, students will be motivated and satisfied with the teaching and learning process. The second step is to compliment students for doing a wonderful job in class, and this incentive can help drive students to become more engaged in class.

Based on the situation described above, the researcher aims to learn about teacher strategies for assisting young learners in learning vocabulary. As a result, the researcher is willing to do this study titled "TEACHER'S STRATEGIES IN TEACHING ENGLISH VOCABULARY TO YOUNG LEARNERS"

## **1.2 Research Questions**

The main questions for this research formulated as:

1. What are teacher's strategies in teaching English vocabulary at SDIT As-Syifa Al Inayah 6 Kota Jambi?

2. Why does teacher choose the strategies in teaching English vocabulary at SDIT As-Syifa Al Inayah 6 Kota Jambi?

### **1.3 Purposes of The Research**

The purpose of this research is to investigated teacher's strategies for teaching English vocabulary to young learners and the reasons why teacher choose those strategies.

### **1.4 Limitation**

The research is focused on strategies that teacher used in the learning process that they used to develop students' vocabulary. This research is limited to the English teacher of lower-grade students in SDIT As-Syifa Al Inayah Kota Jambi.

### **1.5 Significance**

This study utilized as an additional example of action in teaching English vocabulary, especially to young learners. This study should be useful and contribute to future research in the field of teaching vocabulary and teacher strategies. Furthermore, In practice, it will be helpful for teacher who are interested in teaching English to young learners. The findings of this study can be used to improve the teaching of languages to young learners, specifically, vocabulary learning.

### **1.6 Definition of Key Terms**

To avoid misunderstanding, the researcher defined specific key terms as follows:

### 1. Teaching strategies

Teaching strategies refer to general lesson plans that consist of structures, student behaviour preferences, teaching goals, and outlines of tactics needed to apply methods that must be acquired by the English teacher in order to deliver the lesson to the students in the class. As an outcome, the lesson will be comprehended and used as effectively as possible. A strategy, according to Richard and Willy (2002), is a mechanism employed in learning that serves means to achieve a goal through conscious or unconscious processes that language learners utilize in learning and using a language.

### 2. Vocabulary

According to Hornby (1995), a vocabulary is the total quantity of words that form a language (together with roles for combining them). Hiebert and Kamil (2005) define vocabulary as knowledge of words and their meanings in both productive and receptive forms of oral and written language. The words can be in oral form, such as those used in listening and speaking, or in print form, such as those we know and use in reading and writing. The researcher concludes from the description that vocabulary is a list of terms in alphabetical order with their descriptions. In most linguistic analyses, a word is described as a set of characteristics or features. Each word is made up of the following elements: meaning, register, association, collocation, grammatical behaviour, written form (spelling), spoken form (pronunciation), and frequency.

### 3. Young Learner

Harmer (2002) defines young learners as those between 3 and 12 years of age and classify them into grade levels (very young learners – age: 3–6 years old; young learners – age: 7–10 years old; late young learners – age: 11–12 years old). Cameron (2001) provides additional classifications, categorizing them into two groups (level one 5-7 years old, and level two 8-10 years old). Nunan (2010), on the other hand, adds that young learners range in age from 5 to 15 years. Because there are significant disparities between students at the beginning of their schooling and older children, the researcher worked with a group of young learners aged 7 to 11 for the purposes of this study. This age group is commonly represented in the third, fourth, and fifth primary grades.

