

CHAPTER 1

INTRODUCTION

This chapter provides an introduction that concern with the Background of The Research, Research Questions, Research Objective, Research Scope, Significances of Study, and Definition of key terms.

1.1 Background of the Research

English is used as foreign language in Indonesia and it must be learned by students in Indonesia to get science or the knowledge which comes from others countries easily (Tilotama 2020). Indonesia is one of the countries that uses English in its educational environment and officially introduces it as a foreign language from elementary school to university (Pratiwi et al., 2022). The role of English in Indonesia has sparked significant debate among academics, educators, and policymakers. Some scholars and educators have criticized its use, arguing that it contributes to social inequality. This is because the benefits of learning English are often limited to those who can afford it and have access to English-speaking networks. Additionally, some academics contend that the communicative approach to teaching English is inadequate, as it fails to consider the sociocultural context in which the language is used in Indonesia (Alek, 2023).

English has four skills; listening, reading, writing, speaking and vocabulary as a component could be a tool to increase all the skills of English. Pitriana and Jufri (2013) state that Vocabulary is a crucial element of language learning that cannot be overlooked when studying English. Mastering or understanding a substantial amount of vocabulary is essential, as it forms the foundation for developing the four language skills. Therefore, introducing vocabulary at an early stage is more effective than delaying its instruction. Students often face numerous challenges that hinder their progress in improving their English skills and abilities, with one of the most common issues being a lack of mastery in

vocabulary, (Lutfiah & Rusiana 2022). In order to master all the skills in English that is includes listening, reading, writing, and speaking vocabulary was the basic to mastery all the skills.

According to Ghalebi et al., (2021) Vocabulary is an important aspect of learning a foreign language. It is crucial for everyone learning a language to understand and expand their vocabulary, as the more words we know, the better we can comprehend their meanings (Lelawati et al., 2021). Many elementary schools still needed easy and effective ways to introduce English vocabulary (Gao, 2021). This is one of the factors that makes teaching English is important from elementary age.

Asipi et al., (2023) defines that when introducing vocabulary to young learners, teachers understand the importance of thorough preparation before entering the classroom. This includes developing lesson plans and gathering teaching materials. While each teacher may have their own unique style of teaching English, the underlying approach they use is generally similar. Meanwhile Mardali & Siyyari, (2019), Effective teaching methods are crucial for introducing English vocabulary, as poor methods can hinder learning and reduce their impact. Teachers are expected to enhance students' vocabulary knowledge significantly within a short time frame. Therefore, it is essential to examine the teaching methods used in EYL (English for Young Learners) classrooms. Repeating the same teaching approach daily can lead to boredom, particularly for children aged 6–12, who quickly lose interest if the teacher fails to use creative and innovative strategies to engage them. Teaching English vocabulary to young learners is different from adults, besides the differences between age young learners have their own characteristics and their own techniques in learning so the teachers should be more fun teachers for them and have many strategies in teaching. Some of the differences that are often seen are that children quickly lose interest and need help to stay motivated when working on challenging projects,

children have different access to meta-language, which teachers can use to explain grammar or discourse similar to older students, and children find it difficult to use language in conversation (Pustika, 2021). In addition, the quality of young learners is divided into four: active, learning with the five senses, responding to language better through concrete objects (visual objects) than abstract objects, and curious in practical activities and physical activities that interest them (Hartina 2019). They like to play and learn better when having fun, so if the teacher uses fun activities or involves them in these activities, they become more enthusiastic about learning.

The teachers have to use many strategies in teaching such as applying various method, media and game in order to keep students interest in learning English (Surayatika, 2022). In teaching English vocabulary to young learners, teachers must be innovative in selecting material that interests students and teachers should use various tactics to support the teaching and learning process (Deni & Fahriany, 2020). Based on the explanation above, considering these facts, English teachers should have many strategies in teaching process, they have to create fun method to get their attention in the class and build pleasant atmosphere in the class by using appropriate strategies, techniques, media and method in teaching.

There has been a lot of research done on this topic. Three of these studies were conducted by Munawwarah, (2021) with the title “Teacher’s Strategies in Teaching English Vocabulary to Young Learners”, by Safitri (2023) entitled “teachers strategies in teaching english vocabulary to young learners (a case study at islamic ementary school in subang, aceh), and the last is comes from Dasapratma (2020) with the tittle “Teachers strategies in teaching vocabulary for young learners (A descriptive study on teaching vocabulary at EYL class of OHIO English course”.

However, although many studies have been conducted on this topic, these studies were conducted in one of private course in kota Jambi, that is METTA English course, where METTA English course is one of big private course in Jambi city and teaching especially for young learners. The researcher wants to do this research at METTA English course because some reasons. The first is the researcher wants to know the strategies that applied by the teacher in learning process. The second is the the researchers wants to know what are the challenges that teachers faced by the teachers in teaching English vocabulary to young learners. For those reasons, the researcher interests to do this research entitled **“Teacher’s Challenges and Strategies in Teaching English Vocabulary to Young Learners in One Private English Course Jambi City”**.

1.2 Research Question

- 1) What are the challenges faced by teachers in teaching English vocabulary to young learners?
- 2) What are the strategies used by teachers in teaching English vocabulary to young learners ?

1.3 Research objective

1. This research aims to identify the challenges faced by teachers in teaching English vocabulary to young learners.
2. This research aims to identify the strategies used by teachers in teaching English vocabulary to young learners.

1.4 Research Scope

This research focuses on Teacher's challenges in teaching English vocabulary to young learners in one private English course Jambi City at (METTA English course). Aside of that, this research also describe the strategies used by the teachers in teaching English vocabulary to young learners.

1.5 Significance of research

The research is expected to be useful relevant theoretically and practically.

❖ Theoretically

The findings are expected to give information source for the next researcher who wants to conduct the research in the same field.

❖ Practically

1. The research is expected to give more strategies and enrich English teaching vocabulary in context teaching English vocabulary to young learners.
2. The findings are also expected to give additional alternative way to teach English vocabulary to young learners.

1.6 Definition of key terms

In order to clarify the key terms used in this study, some definitions are put for describing research and making it easy for readers and other researchers to understand and carry out.

- Teaching is teaching can be defined as the process of transferring knowledge from teachers to students. It involves combining various elements, such as identifying and establishing learning objectives, developing teaching resources, and implementing effective teaching and learning strategies. (Munna & Kalam, 2021).
- Challenges is refers to the situation that faced by someone who needs an effort to reach the goal. (Mickiewicz, 2011).
- Strategy is a planned method or sequence of activities created to achieve specific learning objectives. It is purposefully designed with the primary aim of reaching desired goals effectively. (Fernandez, Nanning, Jumrah, 2022).
- Teaching strategy is an approach used by teachers during teaching and learning activities to motivate and engage students in the learning process (Fitria, 2023).
- Vocabulary refers to the words of a language, encompassing single words as well as phrases or groups of words that convey specific meanings, much like individual words do. (Clouston & Farrell, 2021).
- Young learners are who respond to language based on what it does or what they can do with it. Young learners have the advantage that they like to imitate and they are often not aware of themselves and usually they are ready to enjoy the activities that have been prepared by the teacher for them (Mulyadi, 2021).