CHAPTER I

INTRODUCTION

This chapter presents a brief description of the whole content of the research. The chapter comprises background of the research, scope of the research, statement of the problem, objective of the research, and significance of the research.

A. Background

Vocabulary is one of the important aspects when people learn a language. Without learning vocabulary, people cannot communicate with others. Vocabulary is generically defined as the knowledge of words and word meanings. Stahl (2005) asserted that vocabulary is the knowledge of words which does not only imply in the form of definition, but also implies how that word and sentence connected one each other. It means that, it is impossible for someone who wants to learn a foreign language such as English without mastering vocabulary. However, the term of vocabulary covered in language skill includes listening, speaking, reading, and writing. In education, teaching and learning vocabulary is an essential part especially when people learn foreign language as the meanings of new words.

Learning vocabulary is the main stage for people, especially the students, in the process of learning, mastering and using language. Hiebert (2005:3) stated that vocabulary is the knowledge of meanings of words. We must master vocabulary to be able to use a language. In learning vocabulary, we have to know the meaning of words itself and can use it in sentences. Vocabulary is one of the major problems uncounted by teaching of English as a foreign language.

Vocabulary is the most important aspect in a language as there will be no language without words. The more vocabulary learners master, the more easily they can communicate. Henry and Pongrantz (2006:246) point out that "mastering a language means being able to comprehend the vocabulary and its phonological system both in speaking and writing." It means the students who learn English as a foreign language have to comprehend the meaning of the words because it is the point to them to understand what they listen and read and also to get the goal of communication with other people.

Teaching English vocabulary is important for student. So, the teacher must have several strategies in teaching vocabulary so that students are not bored in learning English vocabulary and than students can also understand vocabulary, remember and use it everyday so that their vocabulary can develop quickly.

In teaching English, choosing a learning strategy that suits the needs of students is very beneficial. Teacher should apply the interesting strategies in the classroom, so that the students can understand well and faster about what they are learning.

The reason of the researcher choose this title because based on the researcher's experience when she was still in junior high school, the teacher rarely taught vocabulary in English so, the students had difficulty translating English test questions.

Based on the background above, the writer is interested in " *Teachers' Strategies in Teaching English Vocabulary at eight grade of SMP N 2 Ternate*

B. Scope of the Research

This research focuses on teachers strategies in teaching English vocabulary at SMP N 2 Kota Ternate; to describe how is implementation teachers strategies in teaching English vocabulary.

C. Statement of the Problem

What is the teachers strategies in teaching English vocabulary

D. Objective of the Research

To investigate the Teacher Strategies in Teaching Vocabulary at VII and VIII grade in SMP N 2 Kota Ternate

E. Significance of the Research

1. Theoretical Significance

In theoretical benefit, the teacher and students on learning process can use the research finding. The teacher will understand more about Teachers Strategies in Teaching English Vocabulary, and the teacher will understand more about the types of Teachers strategies in teaching English Vocabulary

2. Practical

In practical benefit, the research finding could be used by the researcher. The researcher can get the large knowledge and experience about teachers strategies in teaching English vocabulary.