

CHAPTER 1

INTRODUCTION

A. Background of the Research

English as an international language is used in countries throughout the world, including Indonesia. Last few years, English has been thought at elementary school. It has been accepted in Indonesia in line with the government's plan on the nine-year compulsory study. At this level students learn English for the first time, so they can learn the simple English patterns including vocabulary, grammar, etc.

Teaching vocabulary for students of elementary school is not the same as teaching adult because they have different characteristics and motivation. They are different from adults, so the way of teaching must be different too. According to Scoot and Ytreberg (1990: 2-4) there are some general characteristic of the children in that group (a) their basic concept are formed, (b) they can tell the difference between fact and fiction, (c) they ask questions all the time, (d) they rely on the spoken word as well as the physical world to convey and understand meaning, (e) they are able to make decisions about their own learning, (f) they have definite views about what they like and don't like doing, (g) they have developed sense of fairness about what happens in the classroom and begin to question the teacher's decisions, (h) they are able to work with others and learn from others.

If the teachers cannot teach the children properly, the children may not enjoy their learning. Consequently, the vocabulary teaching learning process may fail.

Elementary teachers need appropriate approaches, methods, and techniques to teach vocabulary for children. The proportions of the vocabulary materials for children are different from adults. It must be adjusted to the needs of learners and the learning objectives. Teachers should create innovative techniques to teach children in order to make them interested to what they are going to learn and avoid boredom.

A lot of elementary school under the Ministry of Education and Culture provide a meaningful English learning which includes vocabulary learning in it. One of the ways in providing a meaningful English and vocabulary learning is by combining the English learning with Islamic religious education (*pesantren*). Wekke & Sanusi Hamid (2013) noted that, *Pesanten* (Islamic Boarding School) transforms from religious school to a part of educational system in Indonesia.

One of the Islamic Boarding Schools that develops English and vocabulary learning with islamic religious education is Islamic Boarding School of Madrasah Ibtidaiyah Negeri Purwokerto (MIN Purwokerto). It is the only school which requires six grade students to stay in the school dormitory to study islamic religion and general science with English as a language of their daily life.

The result of this research is hoped to add and to equip the theoretical and practical studies in the learning science, as an effort to improve the learning quality by providing information about the used vocabulary teaching techniques in Islamic Boarding School of Madrasah Ibtidaiyah Negeri Purwokerto, as the consideration for the teacher in solving problem in the

used vocabulary teaching techniques. It is also expected that this research can be used for curriculum comparison and curriculum developer, especially which is related to the development of vocabulary teaching techniques, can be used as a material consideration in determining the policy of a curriculum in an effort to improve the quality of students' English learning process and can be used to increase the empowerment of curriculum, especially related to the development of vocabulary teaching and learning techniques.

According to the explanation above, the researcher is interested in carrying out a research on Teachers' Perception On Vocabulary Teaching Techniques (A Descriptive Study on English Teacher of Islamic Boarding School of Madrasah Ibtidaiyah Negeri Purwokerto in Academic Year 2015/2016).

B. Reason for Choosing the Topic

There are some reasons for the researcher to conduct the topic above; as follows:

1. It is important to know the teachers point of view about vocabulary teaching techniques to evaluate the teaching and learning process.
2. It is important to know the used vocabulary teaching techniques for children.
3. It is important to know the obstacles in implementing vocabulary teaching techniques.

C. Problem of the Research

The problem investigated is stated as follows:

How is the teachers' perception on vocabulary teaching techniques?

D. Objectives of the Research

Based on the problems of the research, the objectives of the research is to know the teachers' perception on vocabulary teaching techniques at Islamic Boarding School of Madrasah Ibtidaiyah Negeri Purwokerto.

E. Clarification of Terms

To avoid mistakes and misunderstanding in this content of the topic, it is necessary to clarify the key terms used in this study. The terms which require to be defined as follows:

1. Perception

Perception is the process of involving the message or information in the human brain. The brain receives information from the sense and organizes and interprets it into meaningful experiences-unconsciously. It is referred to the core of communication. If our perception is not accurate, we may not have an effective communication. Fellows in Mulyana (2007: 180) noted that perception is a process that allows an organism to receive and to analyze information.

2. Vocabulary

Vocabulary is knowledge of words and word meanings. According to Hatch and Brown (1995: 1) vocabulary is a list or set of words for a particular language or a list or set of words that individual speakers of a language might use. Hornby in Alqahtani (2015) defines vocabulary as the total number of words in a language; vocabulary is a list of words with their meanings. So, all words that people use in a language are called vocabulary.

3. Teaching

Brown (2000:7) stated that “teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge causing to know or understand”. From the explanation above, it can be concluded that teaching is an activity which is done by someone in order to make the students mastering and understanding the skills or materials.

4. Technique

Tahir explain that “technique is a tactic or a way of learning undertaken by teachers in implementing the teaching and learning activities in order to obtain optimal results.” (Tahir, 2012:11). A technique is implementational, meaning that a technique is something that actually take place in language teaching or learning in the classroom (Setiyadi, 2006:14). Technique has an important part in teaching a material, technique is a way of the teacher to make the students understand about something outside and inside the classroom.