

CHAPTER ONE

INTRODUCTION

In this chapter, the researcher will discuss Background of the Study, Statement of the Problem, Purpose of the Study, Significance of the Problem, Limitation of the Study and the Organization of the Study.

1.1 Background of the Study

Mastering English vocabulary is essential for students of English language. McCarthy (1990, as cited in Kharis Munandar, Ari Nurwenia and Mahpul, 2015, p. 2) states, “No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wider range of meanings, communication in an L2 just cannot happen in any meaningful way.” That is why students need to know about vocabulary learning strategies (VLS), in order to master English vocabulary. In Indonesia, the students’ mastering of vocabulary is still poor and needs to be improved. The study of Munandar et al. (2015, p. 3) shows that the vocabulary range of students in SMP N 2 Pematang Sawa, Tanggamus, Lampung, Indonesia is still poor. According to *Peringati*

Hardiknas, Beginiilah Wajah Pendidikan di Pedalaman Tanggamus article, Pematang Sawa condition is poor due to economic problem, bad quality of infrastructure and far distance between school location and the student' houses. (Sigit Pamungkas, 2018, para. 1) On the other hand, according to Munandar et al. (2015, p. 3) there are two reasons behind the students' poor vocabulary skill. First, there are some students who know that there are different types of vocabulary learning strategies, but do not consciously notice which strategy they use when they are learning English. Second, on the other hand, there are students who do not know about different vocabulary learning strategies but they unconsciously use a strategy in order to master English vocabulary. This result indicates that some teachers do not give explanations about vocabulary learning strategies because they do not know specific strategies for learning English vocabulary and therefore cannot guide the students with suitable strategies to learn new English words. (Munandar et al. 2015, p. 3)

There are some factors behind a teacher's use of vocabulary learning strategies while teaching English. Previous studies show that the factors mostly come from a teacher's past learning experience (Xuesong Gao and Qing Ma, 2011, pp. 339-340; Rahimi, 2014, pp. 656-657; and Hermagustiana et al., 2017, p. 39). Besides a teacher's past learning experience, another factor is the teacher's teaching experience (Rahimi, 2014, p. 657).

According to Nation (2001, as cited in Astika, 2016, p. 2), Vocabulary Learning Strategies are defined as any tools that students can use in order to gain vocabulary. Therefore, it is important for teachers to search for suitable vocabulary learning strategies (VLS); this will give more satisfaction to their students and will improve

their vocabulary comprehension. Besides, it is also important for the researcher to find out the background of the VLS choices that teachers have. If researchers do not find out such background information, we may not know how to improve the condition that Indonesian students and teachers face in teaching and learning English vocabulary. In Indonesia, there is only limited research on teachers' beliefs in vocabulary learning strategies. For this study, the researcher will use the definition of teachers' beliefs from Richards (1998, as cited in Lai, 2005, p. 30): teachers' beliefs are "the information, attitudes, values, expectations, theories, and assumptions about teaching and learning that teachers build up over time and bring with them to the classroom."

The findings and limited number of studies on teachers' beliefs in Indonesia regarding vocabulary learning strategies call for more research to allow the readers to see the reality in the context of teaching English. With this in mind, this present study examined teachers' beliefs and vocabulary learning strategies that primary English teachers use in the classroom.

1.2 Statement of the Problem

There are two statements of the problem that the researcher will discuss:

1. What are the vocabulary learning strategies used by two primary school English teachers when teaching in one primary school in Bandung to guide the students in their learning of English vocabulary?
2. What teachers' beliefs do two primary school English teachers hold in one primary school in Bandung about teaching vocabulary?

1.3 Purpose of the Study

1. There are two purposes of the study that the researcher has in this study: To know which vocabulary learning strategies are used by primary English teachers in the classroom when teaching in one primary school in Bandung to guide their students in learning English vocabulary.
2. To know teachers' beliefs of primary English teachers in one primary school in Bandung about teaching vocabulary.

1.4 Significance of the Problem

There are two benefits for the researcher and other teachers from this study. First, this study will give benefits to raise awareness for the researcher and teachers about how important vocabulary learning strategies are in teaching English vocabulary. Second, this study will add to the limited amount of research regarding teachers' beliefs in vocabulary learning strategies in Indonesia.

1.5 The Limitation of the Study

In this study, the researcher has four limitations. First, due to limitation of time, this study will only observe two participants, who are primary school English teachers in one school in Bandung. Second, the study will only use a qualitative method. By using qualitative data, the researcher aims to get in-depth information. Third, the researcher will search for the data by using observation and semi-structured interview. Fourth, although the VLS theories of Schmitt and Oxford are given in Chapter Two, this study will focus on Schmitt's VLS for the data collection and analysis.

1.6 Organization of the Study

This study has five chapters. The first chapter is Introduction, which is divided into six subtopics: Background of the Study; Statement of the Problem; Purpose of the Study; Significance of the Problem; The Limitation of the Study; Organization of the Study. The second chapter, which is Theoretical Foundation, discusses theories and previous studies that are used in this study. The theories are specifically about beliefs, teachers' beliefs in particular, and also about VLS. The third chapter is Research Methodology, with four subtopics: Research Design; Setting and Participants; Instrument and Data Collection Techniques; Data Analysis. The fourth chapter is Findings and Discussion, with two subtopics: Findings of Observation and Findings of Interview. The final chapter is Conclusion and Recommendation. The last part shows Bibliography and Appendices. There are 24 appendices, which show information related to the data collection process and data analysis