CHAPTER I

INTRODUCTION

The first chapter of this thesis presents the research background, research problems, research objectives, research significances, research scope and limitations, and research definition of the key terms.

A. Research Background

English is in a "transitional" stage, due to the current standing of the language throughout the world as well as its use by many student-users in interest-driven and English-mediated out-of-class activities (Rindal, 2020) English has been established as a language the main one in all over the world. In several countries, English is a foreign language that is required to be studied. The use of English as a foreign language has developed from a luxury to a necessity in various productive sectors. As a result of the globalization process, English has become important throughout the world, until recently, it was considered the language of global business. In practice, it is the language of the modern world (Handayani, 2016)

According to scientific research, learning English or any language other than one's mother tongue can provide a cognitive stimulus that helps develop other talents such as creativity, problem-solving, reasoning, or mental capacity (Benjamin et al, 2013). In this digital era, learning English is very important to be taught at the elementary school, middle school, and high school levels in Indonesia. This is due to the increasingly rapid development of the times and also the increasingly widespread influence of English so that it is needed and

English is an international language from various countries. With the development of English in Indonesia and the increasing globalization of the world, the importance of English as a language must be studied. English will likely continue to improve in the coming years (Algazali, 2016). Currently, English is widely taught as a foreign language in Indonesia, from elementary schools to universities. One of the basic skills that complements English is vocabulary skills.

According to Yunisah (2007: 11), vocabulary mastery is a measure of a person's understanding of the vocabulary of a language and their ability to use that vocabulary both orally and in writing, Kridalasakna (1993: 75) defines vocabulary as a language component that guides all information about the meaning and use of words, as well as the richness of words possessed by a speaker or writer of a language. This is further proven by the fact that when English lecturers ask their students to write academic papers in English, they make many grammatical errors and do not meet the standards of competent and accurate academic writing (Mustakım & Ismail, 2017).

In an increasingly digital world, technology makes students increasingly reluctant to learn vocabulary with their minds and more likely to do it on the internet. Meanwhile, based on previous research Harmer (1991) cited in Wijaya (2015) believes that vocabulary is a vital organ and the flesh of a language. With a large vocabulary, people will be more confident in speaking. People can it easier to get new information with their vocabulary skills. Enrich Vocabulary is important for building knowledge of the target language. Teachers and students should pay more attention to this. They can use vocabulary learning strategies (VLS) to help

the learning process. This research is almost similar to several previous studies. Primadi 2015) focused on evaluating the use of VLS in junior high schools. Primadi's property The findings show that social strategies are the most frequently used strategies. Astika (2016) described vocabulary learning strategies in secondary schools students use when they learn new words. The research results showed that students' strategies rely on a determination strategy. Based on this research, this research will find Which strategies in vocabulary learning strategies students use in high school.

The government has started implementing the Independent Learning Curriculum in 2022. This curriculum aims to fulfill the previous curriculum which seemed complicated and unable to meet students' competency achievements. The implementation of the Independent Learning Curriculum in Indonesia is increasingly massive. This is marked by the Decree of the Head of the Educational Standards, Curriculum, and Assessment Agency of the Ministry of Education and Culture Number 022/H/KR/2023 concerning Educational Units Implementing the Independent Curriculum in the 2023/2024 Academic Year.

In Indonesia, English language learning is currently taught based on an independent curriculum where teachers deliver teaching materials tailored to students' needs and interests. Teachers modify teaching based on students' characteristics, interests, needs, and learning styles. Teachers must work together with students to implement an independent curriculum. Apart from literature, teachers must incorporate appropriate technology into teaching students. There are still many obstacles and contradictions for teachers in implementing the curriculum

that applies to English language learning, including 1) English is a foreign language in Indonesia so it is difficult to apply in everyday life; 2) English learning and methods are less attractive to students; and 3) Lack of student motivation and enthusiasm in participating in English learning. Even though English language learning has been included in the curriculum, there are still various learning problems caused by the events that occurred at SMAN 1 Kademangan. Based on interviews and observations of researchers with grade 10 English teachers at SMAN 1 Kademangan, learning English is still a difficult topic in grade 10.

Students have less incentive to improve their literacy skills, so it is more difficult for them to learn to write. As a result, 10th grade students continue to struggle to learn English and understand good vocabulary. Based on interviews conducted by researchers at SMAN 1 Kademangan, it was found that grade 10 students had difficulty learning English vocabulary. This difficulty arises due to several factors.

As a foreign language, the use of English outside the classroom is very limited so that students do not have sufficient opportunities to apply the vocabulary they learn in the context of everyday life. This causes a lack of familiarization and in-depth understanding of new vocabulary. Students do not get many opportunities to use English outside the classroom because of limited situations or environments that support the use of the language. As a result, they cannot apply the vocabulary learned in everyday life. This causes students to be less familiar and less able to understand in depth the new vocabulary they are learning.

The teaching methods used are sometimes less attractive to students, so they feel less motivated to memorize and understand new vocabulary. Monotonous and non-contextual learning often makes students feel bored and uninterested, which ultimately affects the effectiveness of vocabulary mastery. The teaching methods used are sometimes less attractive to students, so they feel less motivated to memorize and understand new vocabulary. Monotonous and non-contextual learning often makes students feel bored and uninterested. As a result, the effectiveness of vocabulary mastery is affected. When learning is not varied and relevant to students' real-life contexts, their interest in learning decreases, and this has a negative impact on their ability to master and use vocabulary well.

Students' low motivation in learning English is also an inhibiting factor. Without strong motivation, students tend not to try hard to improve their literacy skills, including vocabulary mastery. The lack of learning incentives causes students to not have the internal drive to develop their English language skills to the maximum. The low motivation of students to participate in English learning is one of the inhibiting factors. Without strong motivation, students tend not to try hard to improve their literacy skills, including vocabulary mastery. The lack of incentives to learn causes students to have no internal drive to develop their English language skills optimally.

The combination of lack of practice using English in everyday life, less interesting teaching methods, and low student motivation, causes vocabulary learning to become a big challenge for grade 10 students at SMAN 1 Kademangan.

The criteria for the SMAN 1 Kademangan Research Site as a research site are based on several strong and relevant considerations. SMAN 1 Kademangan has a good reputation in the academic field and adequate facilities to support research activities. This school also has a high commitment to improving the quality of education. Good collaboration between the school and researchers is also an important factor in this selection, ensuring that the research process can run smoothly and effectively. SMAN 1 Kademangan is located in Blitar City so it is easily accessible for researchers to conduct research at SMAN 1 Kademangan. Previously, researchers also had access and permission through SMAN 1 Kademangan teachers to conduct research at SMAN 1 Kademangan, making it easier for researchers to ask for permission from the school principal. The selection of SMAN 1 Kademangan as a research site was also based on the existence of related data and fulfilled the research criteria carried out by researchers at SMAN 1 Kademangan.

B. Focus Studies

Besed on the description above the main focus is this research is elaborated into the following problem formulation:

1. What strategies do teacher use to learn vocabulary in class X at SMAN 1 Kademangan?

2. How prepared are teacher to use these vocabulary learning strategies in class X at SMAN 1 Kademangan?

3. How do teachers apply these strategies in vocabulary learning in class X at SMAN 1 Kademangan?

4. How do teachers evaluate the strategies used in teaching vocabulary in class X at SMAN 1 Kademangan?

C. Research Objective

From the reseach focus above this research:

1. To describe the types of strategies used in teaching vocabulary

2. To describe the preparation for using strategies

3. To describe how teacher apply these strategies in the classroom

4. To describe how teachers evaluate the strategies that have been implemented

D. Benefits of Learning

Researchers hope this research will have two major benefits:

1. Theoretical Benefits

 a. The results of this research can serve as a basis for further research efforts

 b. The findings from this research have the potential to expand readers' knowledge regarding the strategies teachers use in teaching vocabulary

2. Practical Benefits

a. Teacher

The insights gained from this research will assist English teachers in creating diverse and engaging learning experiences. Furthermore, it will increase the attractiveness of the English vocabulary teaching and learning process. The findings of this research can be valuable input for educators at

SMAN 1 Kademangan, thereby encouraging educators to focus on their students' vocabulary learning abilities.

b. Student

It is hoped that the results of this research will provide new insights to students so that they can provide input to teachers regarding their preferences in using learning strategies. Through the understanding obtained from this research, it is hoped that students will have the opportunity to communicate with teachers regarding the methods they like best or are most effective for them in learning vocabulary skills.

c. School

The researcher anticipates that this research will serve as an in-school assessment aimed at improving the English language teaching and learning process, specifically focusing on increasing students' vocabulary.

E. Scope and Limitations

After identifying the problems stated above, the scope of this research includes an investigation into teacher strategies for overcoming the vocabulary problems of class X students at SMAN 1 Kademangan. This research was focused on teachers' teaching methods, impact, and evaluation on students in vocabulary learning.

F. Definition of Operational Terms

To avoid misunderstandings in reading this research, researchers should provide definitions of several key terms:

1. Strategy

Richards & Rodgers (2014) define teaching strategies as methods for organizing and managing learning activities designed to achieve specific goals. According to Nation (2001), effective strategies involve introducing new vocabulary in meaningful and repetitive contexts. Nation emphasizes the importance of "context-based learning", in which students learn vocabulary through its real and relevant use in sentences. Meanwhile, Schmitt (2000) added that "active learning" techniques such as the use of flashcards, games, and discussions can increase vocabulary retention. In addition, Rubin and Thompson (1994) proposed a "metacognitive strategy" approach, in which students are taught to plan, combine, and listen to their word learning process. By combining these techniques, vocabulary teaching can become more effective and enjoyable for students.

2. Vocabulary

Vocabulary can be defined as the words of a language, including single items and phrases or chunks of several words that convey a particular meaning, the way individual words do (Clouston & Farrell, 2021). Vocabulary learning is the process in which students learn the meaning of new words and how they are used in context. Marzano emphasizes the importance of strategies that involve expansion, understanding context, and word relationships to strengthen mastery of understanding (According to Robert J. Marzano 2004). Argues that learning is an integral part of language development involving cognitive and affective processes. Cameron underlines that comprehension is not only taught in isolation

but must be integrated in a context of use that is relevant and meaningful for students (Lynne Cameron 2001). Interprets vocabulary learning as a process in which students acquire, remember, and use new vocabulary through various activities, including reading, listening, and speaking. They emphasize the importance of active interaction with understanding for deep understanding (Elfrieda Hiebert and Patricia Kamil 2005).

3. Teaching vocabulary

Teaching vocabulary is explaining the various kinds of vocabulary and their uses easily so that students can see the importance and understand that learning a language is not just about learning grammar (McCarten, 2007). Emphasizes the importance of word frequency in language teaching. He recommends that students learn the basics based on how often the words are used in the target language. This strategy helps students focus on more relevant and useful skills in everyday communication (Nation, 2001). Suggests that comprehension must be taught in relevant and real contexts. Effective comprehension learning involves using words in specific sentences and situations so that students can understand their meaning and application better (Hinkel, 2006). Argues that associations between new words and familiar words can improve vocabulary retention. The use of techniques such as learning based on mental images, phrases, or groups of related words can help students remember insights more effectively (Schmitt, 2000). Suggests the use of specific themes or topics in teaching comprehension. By grouping words based on themes, students can learn lessons in a structured and organized way, and more easily learn new words in the same context (Cameron, 2001). Suggests that comprehension can be taught through activities that involve

the active use of language, such as discussions, language games, or projects. This activity allows students to convey new language in more dynamic and interactive situations (Ellis, 2003).