

CHAPTER 1

INTRODUCTION

This chapter explained the contents of this research in general or outline. It consists of the research background, research problems, research objectives, research scope, research significance, and definition of key terms.

1.1 Research Background

In learning a foreign language, especially English, vocabulary acquisition is the key to achieving adequate language proficiency. Vocabulary is the basic foundation of a language, and without it, communication becomes difficult. Understanding and using the right words enables one to effectively convey thoughts, ideas and feelings in the language being learned. Therefore, vocabulary development is an important step in achieving good language proficiency. According to Kaçani, L., & Çyfeke, J. (2015), Vocabulary is an essential aspect of language and communication skills, including learning its form, meaning, concepts, referents, associations, and use. Vocabulary plays an important role in developing language and communication skills. A deep understanding of the forms, meanings, concepts, references, associations and uses of words helps one become more proficient in conveying ideas, communicating effectively and understanding the context of the language used. Vocabulary is the most important and basic component of English in understanding reading and expressing all ideas in written or spoken form.

In her research, Nurhayati (2018) asserts that vocabulary is an important component in teaching English besides other components such as structure, pronunciation, and intonation. Vocabulary has a very vital role, where vocabulary will help someone to be more easily expressing and interacting with others in the context of speaking English. If a student is weak in mastering vocabulary, then she/he will not be able to communicate the thoughts and ideas as clearly as expected both, oral and written.

However, in reality Rohmatillah, R. (2014) said Students face various difficulties in learning vocabulary, including pronunciation, writing, and understanding grammatical forms, idiomatic expressions, and grammatical inflections. Some students find it difficult to memorize vocabulary from the dictionary. Therefore it is necessary to have a learning innovation given to students, one of them being building vocabulary through game-based learning, more precisely making vocabulary in games as a new vocabulary.

In this study, the researcher investigate how to promote vocabulary. Students will be able to find some vocabularies that they may or may not have heard before. As in the previous research, a game is a product where someone is invited to think about solving challenges in the product by establishing regulations to provide entertainment to the players and presenting learning concepts (Benz et al., 2016).

This research was conducted to observe teachers teaching vocabulary to students. This not only adds insight but also provides new knowledge to students more easily. Students are still in a period of growth and development

where it is still very easy for them to accept new learning. Several previous studies have suggested that games are the most effective alternative to foster one's interest in expanding and adding to vocabulary without the need to study with textbooks. One of them was done by (Denny & Raharjo, 2019), where the focus of their research is to innovate the latest learning methods using the media provided as well as games because that way, students will learn new things more fun but also by reading but students become motivated to complete the mission of a game in which there is learning material that has been designed in such a way.

In a research conducted by Li (2016), the main problems in English vocabulary acquisition include imprecise pronunciation, an ineffective way of learning vocabulary, a lack of self-confidence, and so on. They stated that teaching vocabulary as an alternative to bridge the lack of vocabulary acquisition in the school environment must be carried out. Previous studies have used various related teaching media. Meanwhile, this study focuses on the importance of interaction between teachers and students so as to expand the existing vocabulary. Interaction is important in this study because it is expected to provide benefits for teachers and students in increasing their knowledge of the language. In addition, through interaction, students can improve their ability to form everyday sentences by adding new vocabulary with each interaction.

1.2 Research Problem

Based on the background described above, the researcher formulated the problem to discuss this research: What are the strategies implementation of teaching vocabulary at SMPN 1 Gending?

1.3 Research Objectives

Based on the problems found for the continuity of this study, there are several objectives to be achieved for this research as follows: To find out the methods, techniques and strategies used in teaching vocabulary at SMPN 1 Gending.

1.4 Scope and Limitation

The focus of this research is on observing how teachers effectively teach vocabulary and overcome problems in learning for students. The limitation of the study limits the research on the teaching and learning activities in SMPN 1 Gending consisted of 1 English teacher and seventh-grade students in the teaching year of 2022/2023.

1.5 Research Significance

From this study, it is expected that several parties will be able to develop and make this study as a reference to continue to be developed and be able to develop interest in language as follows:

1.5.1 For English Teachers in junior high school

This research can be an example of the development of learning methods to expand students' vocabularies by theoretical learning (opening a dictionary) and by the teacher as a facilitator to make students more actively ask questions and explore new vocabulary.

1.5.2 For Other Researchers

The results of this study can be a reference for subsequent researchers and also a learning material to be able to pour skills in increasing vocabulary mastery.

1.6 Definition of Key Terms

In this study, many words often used and may have not been heard before are used. To overcome them, several keywords will often appear in this study as follows:

1.5.1 Vocabulary

Vocabulary is an essential component in teaching English, besides other components such as structure, pronunciation, and intonation. Vocabulary has a very vital role, where vocabulary will help someone more easily express and interact with others in the context of speaking English (Nurhayati, 2018)

1.6.2 Teaching vocabulary

Teaching vocabulary refers to helping learners acquire and understand new words and their meanings in a language. Vocabulary is essential to language learning, as it allows learners to express themselves effectively and comprehend the language they are studying.

1.6.2 Implementation

Implementation refers to the process of putting a plan, idea, design, or policy into effect or action. It involves executing the steps necessary to achieve a particular goal or objective. Implementation often follows a planning or design phase, where strategies are formulated, decisions are made, and resources are allocated.

Implementation can involve various activities such as allocating resources, assigning responsibilities, coordinating efforts, monitoring progress, and making adjustments as necessary to ensure that the intended outcome is achieved. It is a crucial stage in the overall process of realizing a project, program, or initiative.