

CHAPTER I

INTRODUCTION

Chapter I provides a background of the study, research problem (s), research objective (s), scope and limitation, research significance, and definition of key terms.

Research Background

One of the foreign languages used for communication across borders is English. Communicating in multiple languages is essential in this day of globalization, and English is one of them. Early exposure to foreign languages, mainly English, promotes proficiency with them. Since elementary school, students have studied the fundamentals of English to prepare them for the modern world.

According to Ramadhaniyati (2018:41), the noun “domain” is the etymological source of the term “mastery” in the English-Indonesian dictionary. However, dominium is the only term used to refer to it in the legal dictionary. This phrase is synonymous with “ownership” or “property,” meaning “in the original, singular and indivisible, absolute and exclusive sense.” According to Sudrajat and Herlina (2015), vocabulary is frequently used to express ideas or information to others.

A language's vocabulary, often known as its richness of words, is its substance (Soedjito et al., 2011: 3). Vocabulary learning and language acquisition go hand in hand. As a result, vocabulary plays a critical part in determining communication

fluency. One of the requirements for learning English is having a working vocabulary.

One of the most crucial skills for pupils to acquire when studying English is vocabulary knowledge. The acquisition of all four English language abilities is automatically supported if students possess a significant vocabulary in the language.

The four skills students studying English must acquire are complex since each learner has unique comprehension and perceptual abilities. Due to these challenges, it is time-consuming to finish and cannot be resolved simultaneously.

Additionally, as the most essential instrument for interaction and communication, elementary school students must have a strong command of the language. Reading, speaking, listening, and writing are the four components of English proficiency in the classroom, and each demands vocabulary acquisition from students (Nurani et al., 2019).

Based on the results of the researchers' observations, the English teachers at SDN Kepel, Pasuruan City, used the independent curriculum. Learning in Class Vat SDN Kepel Pasuruan emphasizes vocabulary mastery. However, during the vocabulary class's learning process, several fifth graders from Kepel Pasuruan Elementary School were still not enthusiastic and felt that English was a complex subject. When teaching English to students, it was found that they still face several obstacles, including struggling to master vocabulary. Because English is a foreign language, the structure and format differ from the use of the mother tongue and the students' everyday language. On the other hand, the obstacles

students face when learning English vocabulary are pronunciation and spelling, so it is not uncommon for students to have difficulty understanding and learning English vocabulary.

The English class for the 5th grade at Kepel Elementary School in Pasuruan City is one lesson with one meeting. Vocabulary teaching and learning activities are more teacher-centered. According to the researchers' observations, SDN Kepel Pasuruan teachers use lecture and homework learning methods and have not used any media to convey the material. The teacher teaches ten to twenty vocabulary words and does not consider any homework or exercises given to the students. And this is considered less successful in making the atmosphere more lively and exciting during the study. Schmitt N (1997), cited in Holidazia & Rodliyah (2020), presents a vocabulary learning strategy for teachers that is divided into five taxonomies:

1. The strategy of determination involves finding meaning without the aid of experience.
2. Social strategy, which consists of interacting with others.
3. Memory strategy, which connects new words with previously learned information.
4. Cognitive strategy, which involves manipulating or changing the words known.
5. Metacognitive strategy, which incorporates awareness into the learning process.

Teachers should spend more time teaching vocabulary to students because it is the most crucial aspect of learning English.

Acquiring mastery of language is a common difficulty faced by elementary school students learning English. Considering how crucial vocabulary mastering is to learning the English language, the low ability of students to master vocabulary must be appropriately addressed. Therefore, originality and creativity are required to increase students' fluency in vocabulary learning.

According to Nurani (2019), the importance of English in all facets of life motivates teachers and students to collaborate effectively to accomplish teaching objectives and be more innovative in their learning so students can grasp the topic and study the language. Therefore, students may contribute significantly and enable the teacher to acquire English efficiently; teachers should sincerely try to provide the best resources available.

Based on the background described, the authors are interested in conducting observations and interviews on what factors become a factor in students' difficulty in mastering the English word 'city.' Given the problems that arise, efforts must be made to improve children's ability to understand vocabulary.

Research Problem(s)

Based on the above context, several questions can be formulated, including:

1. What are the difficulties in learning the vocabulary of the fifth-grade students at SDN Kepel?

2. What factors cause difficulties in learning the vocabulary of the fifth-grade students at SDN Kepel Pasuruan?

Research Objective(s)

This study aims to identify the challenges faced by SDN Kepel Pasuruan fifth-grade students in their vocabulary acquisition and the factors contributing to those difficulties.

Scope and Limitation

Based on the previous research background, this study was conducted exclusively at SDN Kepel Pasuruan and specifically targeted the 5th grade in the 2022/2023 school year. Based on the independent curriculum where English classes are only in the 4th and 5th grades. The researcher chose 5th grade because most students had trouble memorizing vocabulary when learning English, but some 5th grades were enthusiastic about vocabulary learning. The focus was on analyzing the factors that create difficulties for students in mastering English vocabulary.

Research Significance

The results of this study are expected to be helpful for teaching and learning foreign languages. This research provides benefits not only for researchers but also for students, teachers, and schools. The benefits are as follows:

1. Potential advantages

Acquiring educational insights on improving student learning and the role of students in the learning process is the theoretical value of this research.

2. Practically

a. For teachers

Teachers can design a creative and successful learning process for students in order to enhance their creativity in creating learning models, particularly when it comes to learning vocabulary in English.

b. For students

Students should be highly motivated to acquire English vocabulary and further develop their capacity for learning by boosting their education and raising the standard of putting their learning into practice.

c. For school

It might enhance academic achievement, especially when learning English.

d. For researches

Can contribute understanding and expertise about language learning strategies, particularly concerning learning foreign languages. As future educators, they can also learn how to employ appropriate learning to deliver instructional materials that satisfy the needs of students during the learning.

Definition of Key Terms

Several terms need to be defined in this study so that there is no misunderstanding of the research title as follows:

1. Vocabularies

A person's or an entity's Vocabulary is a list of terms that belong to them or are part of a specific language. It is impossible to isolate Vocabulary from the four language skills speaking, writing, listening, and reading.

2. Students' Difficulties

The Longman Dictionary (2009) defines difficulty as something difficult or impossible to accomplish and comprehend. It also defines difficulty as a problem or something that creates difficulties. Students' obstacles are the conditions under which they encounter the issue. It will be evident from the blunders and errors students make during the learning process.

3. Learning

According to Ambrose et al. (2010), learning is a process that results in change and raises the possibility of better performance and future learning. The learner may experience a shift in knowledge, attitude, or behavior. Learning causes students to develop new perspectives on concepts, ideas, or the outside world. Additionally, students learn on their own; it is not something that is done to them. It directly relates to how students understand and react to their experiences.

4. Factors

A component or ingredient that influences a result is called a factor. If all you ever fly is cheap airlines and you exclusively stay in youth hostels, then the cost is most likely a significant consideration when making travel arrangements.

