

CHAPTER 1

INTRODUCTION

This section contains the background, research questions, research purposes, research significance, theoretical framework, research scope, and previous study.

A. Background

Vocabulary is regarded as important in language instruction and is of paramount value to a language learner (Susanto, 2017). To communicate effectively, a speaker of a foreign language, particularly English, has to comprehend the language's vocabulary. Linse (2005) states that vocabulary is an inventory of words that a person is acquainted with and comprehends. Therefore, to convey ideas both orally and in writing, it is necessary to first understand the vocabulary.

Learning vocabulary is essential to acquiring a language since it will certainly make students easier to communicate. This is following the statement of Thiendathong and Sukying (2021), the acquisition of vocabulary is an essential and integral part of mastering the language. For efficient and thorough language acquisition, learning vocabulary using a range of techniques is essential. Read (2000) states that vocabulary is crucial for language learning success because it helps learners better understand the meaning of longer language structures

In vocabulary learning, teachers need to use or develop various strategies in order for the students can use which strategy suits them best. According to Al-Qaysi & Shabdin (2016), diverse ways of acquiring and memorizing vocabulary should be imparted to students to help them expand their vocabulary and overcome the challenges associated with it. Furthermore, it is important to teach these strategies in a way that enables students to remember the terms they have learned and understand when and how to use them. Using a variety of approaches not only accommodates varying learning preferences but also expands the breadth and depth of a person's vocabulary. Additionally, learners are exposed to a variety of situations, tones, and subtleties by reading, listening, and conversing

with others, which helps them cultivate a more dynamic vocabulary. Furthermore, adding multimedia tools to the learning process—such as podcasts, language apps, and videos—brings a contemporary and captivating aspect. Adopting a range of techniques helps students better negotiate the complexity of language, which enhances application and retention in real-world contexts.

Naturally, in the process of learning, the use of strategies is varied. Schmitt (2000), indicates that "memorization, repetition, and taking notes on vocabulary" are the most often used. These methods appear to be simpler to employ than more complex ones like "imagery, inferencing, and Keyword Method" (p. 132). In addition, there are other opinions from Kafipour and Naveh (2011), that students who demonstrated proficiency in metacognitive techniques, especially self-assessment, avoiding or continuing to learn new vocabulary, while coming up with choices, make students more advanced than other students in their research. Apart from the above strategies, there are other strategies such as research conducted by Altalhab (2023), showing that the students employed three methods of figuring out the meaning of unfamiliar vocabulary such as consulting a dictionary, seeking assistance from their fellow partnered students, and making an educated guess based on the context. In the process of learning, the use of strategies is very diverse. As what has been searched by Schmitt (2000), this research indicates memorization, repetition, and taking notes on vocabulary are the most often used. These methods appear to be simpler to employ than more complex ones like "imagery, inferencing, and Keyword Method" (p. 132).

One of the studies that have discussed strategies for teaching vocabulary is the research of Alhebshi and Gamlo (2022). In their research, they used a mixed method with the Mobile Game-Based learning teaching method. As a result, there is an increase in students' ability to master vocabulary. In addition to vocabulary knowledge, students also feel more fun and less stressed. In this research, the focus is on how the impact of one method however, this research is different because this is more focused on discussing various teacher strategies in dealing with students with low vocabulary mastery. Therefore, this research was

conducted with the hope of improving teachers' strategies in dealing with students who have low English vocabulary mastery.

These days, many students in Indonesia still have low English vocabulary mastery. This is in line with Sudarman et al. (2022). Indonesian students can boost their English communication skills by expanding their vocabulary and using specific learning methods to remember new words. SMAN 24 Bandung as urban school and MAN 1 Majalengka rural school become the research fields for this research since those schools have the same problems regarding students' vocabulary mastery. Thus, this research was intended to investigate.

B. Research Questions

This research intends to examine the following questions, as stated in the preceding description:

1. What are the teachers' strategies for improving students' English vocabulary mastery in urban schools?
2. What are the teachers' strategies for improving students' English vocabulary mastery in rural schools?
3. How are students' responses toward the strategies used by the teacher?

C. Research Purposes

This research is intended to address the following objectives based on the research questions:

1. To investigate the teachers' strategies for improving student's vocabulary mastery in urban schools.
2. To investigate the teachers' strategies for improving student's vocabulary mastery in rural schools.
3. To investigate students' responses toward the strategies used by the teacher.

D. Research Significances

There are two implications of this study:

1. In general, the study's results would be appropriate as a reference for English teachers who are looking for strategies to improve students' vocabulary mastery.
2. In particular, the result from the study would be appropriate as an example of the implementation of strategies to improve students' vocabulary mastery.

E. Theoretical Framework

Vocabulary mastery is used to describe a person's ability to comprehend, use, and remember a large number of words in a specific language. For James (1981), mastery was described as a certain group of primary goals.

Learning vocabulary involves a multifaceted approach, which is one of its key characteristics. This includes understanding the terms' meanings as well as their grammatical characteristics, pronunciation, connotations, morphological alternatives, and semantic associations (Ghalebi et al., 2020). If the learner does not master one of the characteristics, it will hinder the learning process.

However, in learning this vocabulary, there are various problems that disrupt the development process, such as self-motivation, environmental factors, and many more. According to Aji, Widodo, and Nugraheni (2023), there are two types of difficulties with learning English vocabulary: linguistic and non-linguistic. Language problems are influenced by linguistics (language rules and grammar). While nonlinguistic elements are classified into two categories: external factors (instruction technique, environment, and scenario) and internal factors (motivation of the people, people's interest, and word memorizing).

Vocabulary mastery certainly has a very important role in learning English. Vocabulary is a basic element; it is very important to understand this foundation to learn the next concepts of English for instance in grammar. Students need lot of vocabulary to learn English (Amalia 2020). Therefore, students need to increase the amount of vocabulary they have. This statement is also supported by Nurigiyantoro (2001), which further implies that student who is proficient in English is those who learn and master vocabulary.

F. Research Scope

This research focused on the strategies used by teachers from two different schools in different areas to improve students' vocabulary mastery.

G. Previous Study

There are several research regarding low English vocabulary mastery. One of them is the research conducted by Gorgoz and Tican (2020), with titled Investigation of Middle School Students' Self-Regulation Skills and Vocabulary Learning Strategies in Foreign Language. In this research, the researcher discovered that there were significant sub-dimensions of "memory strategies," "cognitive strategies," "metacognitive strategies," and "affective strategies," and the overall scale of vocabulary acquisition strategies among middle school pupils show gender differences that can benefit female students.

Further research was employed by Behforouz and Ghaithi (2022) with the title Omani EFL Learners' Vocabulary Learning Strategies. This study found that the most often methods used by learners were found to be social and cognitive methods. Cognitive method can improve the learning, application, and recall of new words known as cognitive method in vocabulary learning. These strategies were the center on optimizing memory, cognitive processes, and mental connections to enhance the efficacy of learning. However social methods are more like a competition. In social methods, students learn more to collaborate and compete

Moreover, there is a study from Donna, Chandra, and Laurie (2008) entitled Strategies for Effective Vocabulary Instruction. In this research, they provide several guidelines regarding effective strategies or instructions in teaching vocabulary such as introducing words by telling antonyms or synonyms, grouping words, and others.

Alsharif's (2022) research, "Relationship between Vocabulary Learning Strategies and Vocabulary Size: Evidence from Saudi Female EFL Learners," found that metacognitive strategies are effective in high—and medium-frequency words for low-students' vocabulary mastery.

Other research by Zahrani and Chaudhary (2022) was titled Vocabulary Learning Strategies in ESP Context: Knowledge and Implication. In this

research, the strategies used were 'guessing the meaning' and 'taking notes'. This strategy is considered quite popular because it can attract students' attention. This is due to the use of strategies and media that were simple so that students do not need to understand a complicated concept an easy to understand the context of English. Hence, this technique is quite effective for learning vocabulary.

Apart from the previous studies mentioned above, there are further differences such as the object of research focus. Teacher strategies are the main focus of this research. In addition, the research location is different from previous research, making it possible to find new information.

