

CHAPTER I

INTRODUCTION

A. Background of the Study

Teachers have a very important role in the world of education. They exist as part of teaching and learning activities that will determine the success of students who gain knowledge. According to (Hamallik, 2006) a teacher is a position with various special skills. Meanwhile, (B.Uno, 2010) argues that the teacher is a profession which means a position that requires special skills as a teacher and cannot be done by just anyone outside the field of education. Teachers are also required to be able to teach well and fun. In addition to being skilled, teachers must also have broad insight about the science in the field of study they teach and also be able to socialize well. According to (Suparlan, 2008), a teacher can be defined as a person whose duties are related to efforts to educate the nation's life in all aspects, both spiritual and emotional, intellectual, physical, and other aspects.

Developing interesting material is a learning concept for most teachers with the aim of improving understanding and delivery of the material. Especially the English subject requires more teacher creativity to create creative material development strategies. The wealth of other learning materials that are increasingly widespread is

very useful in supporting the student learning process. Therefore, various efforts are made by teachers to make it happen. It is important for teachers to be able to understand students, so the task of the teacher is as a facilitator in learning and the task of the teacher as a facilitator is to guide and educate students, while the task of students as actors is to implement education in the school environment or community environment. Teaching is not only conveying knowledge without the element of educating. Teaching with certain concepts according to the conditions needed is the best choice considering that children will be more relaxed and happy.

Vocabulary is one of the basic materials in English lessons. By mastering a lot of vocabulary it will be easier to understand learning English. There is a general assumption that English is a difficult subject so that most students show unsatisfactory learning outcomes, and are unable to use it in communicating (Huraiyah, 2015; Muttaqien, 2017). For some junior high school students, English lessons are one of the subjects to avoid because they think they do not master any material related to English. One of the problems encountered in the field is the low mastery of English vocabulary. If students are asked to speak English, they can't speak English fluently reason doesn't know the words. Students become more passive in the process of developing material, avoiding giving opinions, asking or answering questions in English. With this situation, it causes students

to lack confidence or even be afraid to express their opinions regarding the development of material in English.

Basically, vocabulary is learned by students so that they can improve their listening, speaking, reading and writing skills well. No exception in learning English. Therefore, students need a system or strategy for developing appropriate material to receive, store and retrieve vocabulary at any time. The researcher concluded from the results of (Nappu, 2014) research that one of the factors causing the low mastery of students' English vocabulary was the teacher's teaching technique which was ineffective and did not vary in the learning process, especially in vocabulary development.

According to (Wulandari & Nurhaliza, 2023) educational competency is a teacher's ability to master learning theory and practice, such as the ability to manage learning, plan and implement it, evaluate learning outcomes, and develop students to realize their diverse potential. Therefore, it is crucial for a teacher to be able to regulate students' learning processes so that they can maximize their potential in accordance with their interests and talents.

In this writing, the researcher focuses more on observing the Teacher Strategies in Improving English Vocabulary Mastery. The strategy in question is the teacher's ability to master strategies related to the implementation of the teaching and learning process so that they can carry out their duties as educators properly and responsibly

in the classroom. The researcher wants to know the implementation of the teacher's strategy in improving vocabulary mastery, then with this the researcher also observes students regarding the results of the improving vocabulary mastery strategies that the teacher applies during the lesson process. The results of improving vocabulary mastery in question are about the vocabulary they remember, what material they studied, or even whether they enjoyed the learning process that day or not.

B. Formulation of the Problem

Based on the research background above, the researcher formulates the following research problem 'Teacher Strategies in Improving English Vocabulary Mastery at SMPN 3 Pleret Bantul':

- a. How do teacher carry out (implement) effective strategies for improving vocabulary mastery that students can understand?
- b. What are the results of implementing Teacher Strategies to improve students' vocabulary mastery?

C. Objective of the Study

- a. To find out teacher carry out (implement) effective strategies for improving vocabulary mastery that students understand.
- b. To find out the results of implementing teacher strategies to improve students' vocabulary mastery.

D. Focus of the Study

In this paper, the researcher provides limitations in order to avoid the discussion getting off topic. The researcher went into detail and focused only on the teacher strategy in improving English vocabulary mastery and students' outcomes regarding the strategies used by the teacher, whether it influenced the improving of vocabulary mastery in students or not. This research was conducted at SMPN 3 Pleret Bantul with the teacher as the facilitator and several class representatives from grades 8 as the research sample.

E. Significance of the Study

The author hopes that this research can be useful as a reference for future research with the same theme or different perspectives. The author also hopes that with this research, teachers can be better at developing strategies to improve the English vocabulary mastery of grade 8 junior high school students. This research is also hoped that this research can help students be more optimistic about improving their English vocabulary with better vocabulary mastery results.

F. Operational Definition

To provide convenience in the process of this research and to avoid leaving the topic discussion, the topics that are limited and

discussed will be defined operationally based on the subject matter of the research used in this title, as follows:

1. Definition of Strategy in the Educational Context

When used in relation to education, a strategy can be thought of as a plan that includes a number of actions intended to accomplish educational objectives. Strategy in the educational context leads to more specific things, namely specifically teaching and learning activities or strategies for developing teaching materials.

2. Vocabulary

Vocabulary is the total number of words in a language. It is also a collection of words a person knows and uses in speaking and writing. Vocabulary or vocabulary is the total number of words in a language; also the ability of the words that a person knows and uses in speaking and writing.