

## **CHAPTER I**

### **INTRODUCTION**

The researcher focuses on introducing the study in this chapter. There are seven sub-chapters in this chapter consisting of the background of the study, identification of the problem, delimitation of the problem, formulation of the problem, objective of the study, significance of the study, and its operational definition in this chapter.

#### **A. Background of the Study**

English as an international language has a crucial and strategic role in the era of globalization. Most multilingual communities use English in various fields of life. One of the components of learning English is understanding and mastering vocabulary. Understanding and mastering vocabulary is an important part of the process of learning a language or developing one's ability in a language that has been mastered. Mastery of vocabulary is a basic thing that must be mastered by students in learning English. Without having adequate vocabulary, students will have difficulty in achieving basic English competence. On the other hand, the more English vocabulary is mastered and understood by students; the easier it is for these students to learn and understand English.

Problems in learning and teaching English still exist in schools because English is completely different from Indonesian in terms of system structure, pronunciation, and vocabulary. For teachers who create a

learning process and provide media in English lessons that are effective and efficient, it is not an easy job.

Vocabulary is one of the problems faced by English learners. Due to limited vocabulary, learners cannot communicate with others clearly. Sometimes, it is difficult to group the ideas that are sent to them. According to Rahmawati (2012), Students find it difficult to differentiate the function of English vocabulary or words in a sentence, such as subject, predicate, object, complement, and others. Additionally, the students struggle with the pronunciation and spelling of words. Students have difficulty remembering new vocabulary because they do not understand the meaning of sentences that use English vocabulary. The acquisition of a large amount of vocabulary can help students read, speak, listen, and write. With limited vocabulary mastery, students will also have limited understanding in terms of speaking, reading, listening, and writing. It is impossible to learn in a Language without mastery of vocabulary. Becker (1997) emphasizes the importance of developing vocabulary, which connects the number of vocabularies mastered by students with academic material in language learning. He stated that lack of vocabulary comprehension is the main cause of academic failure experienced by students.

According to Graves (1986), the ideal vocabulary that novice learners should have is between 2500 and 5000 to support language learning. However, English learners in our country lack this, especially

since English is a foreign language, so the use of that language is only in a few things and places..

Good vocabulary and the ability to use words correctly and effectively can help students learn, study, and do assignments at school. The more vocabulary they know, the better their chances of succeeding in English. Vocabulary is needed to improve four language skills: listening, speaking, reading, and writing. When a new student learns about grammar without learning vocabulary, the student cannot express anything. This shows that English has a special place in teaching foreign languages in schools, especially junior high schools.

Therefore, teachers are required to take strategic action in teaching English to increase students' vocabulary mastery. Besides, the use of learning media in the learning process is also very important. To improve the mastery of English vocabulary, students cannot be separated from learning media, which is an integral part of the learning process. Media as a support for learning is an alternative to optimize the teaching and learning process.

Based on observations in eighth-grade class at MTs Muhammadiyah 05 Kalikuning, students' understanding of the English vocabulary is still poor. From the results of observations made by the researcher during the teaching and learning process, it is evident that some students are unable to answer the questions posed by the teacher about certain vocabularies,

such as flower, mountain, and others. The results of interviews with several students indicate a variety of difficulties in learning vocabulary, such as difficulties in remembering vocabulary and spelling words, as well as students with limited English vocabulary knowledge. This may affect student's ability to comprehend and communicate effectively in English. Improving students' English vocabulary mastery through the use of learning media such as posters was the focus of research aimed at solving this issue.

To overcome vocabulary deficiency in students, many ways can be done. According to Allen (1983), there are several effective strategies for helping students comprehend a wide variety of English vocabulary. First, teachers may encourage students to analyze several examples of nouns, verbs, adjectives, and other types of words; second, it involves using specific images in teaching vocabulary and demonstrating real-world objects related to vocabulary; and third, teachers can provide brief definitions using vocabulary that students already know. One of the other strategies is using a poster.

Using poster media for learning can provide engaging visuals and help students comprehend and remember English vocabulary. Sudjana (2005) said posters have the ability to captivate the attention of people through the use of color, message, and intention. This perspective is supported by Datulimbong (2022), who stated that poster media is a visual medium consisting of enlarged images with startling and appealing colors,

helping students to remember and comprehend the presented material easily.

Despite the potential of poster media, no research has investigated the implementation and effect on improving students' vocabulary mastery and learning motivation of eighth-grade students at MTs Muhammadiyah 05 Kalikuning. It is essential to understand how MTs Muhammadiyah 05 Kalikuning, especially in grade eight, implement English vocabulary learning through the use of poster media. In addition, it is also important to know whether the use of poster media has an effect on eighth-grade students' learning motivation in learning English vocabulary. Also, the results of learning English vocabulary through poster media should show an increase in eighth-grade students' mastery of English vocabulary at MTs Muhammadiyah 05 Kalikuning.

This study aims to fill this knowledge gap by examining the implementation of English vocabulary learning using poster media, the effect on students' learning motivation, and the improvement achieved by eighth-grade students at MTs Muhammadiyah 05 Kalikuning. The results of this study are expected to contribute to the development of more efficient methods to teach English vocabulary and improve students' understanding of language at school, especially in mastering English vocabulary.

## **B. Identification of the Problem**

Based on the background of the study above, the problem has been found in the classroom. The problem may identify based on the teacher or the students themselves. The following problem are;

1. Student's limited mastery of the English vocabulary.
2. The effect of limited vocabulary on language skills.
3. There is no effective learning media in teaching vocabulary yet.
4. Lack of student learning motivation.

## **C. Delimitation of the Study**

Based on the problem identification above, the researcher is only focused on improving the vocabulary mastery of eighth-grade students at MTs Muhammadiyah 05 Kalikuning through the use of poster media.

## **D. Formulation of the Problem**

Based on the above description, the research questions are:

1. How is the implementation of English vocabulary learning using poster media?
2. How is the student's motivation in learning English vocabulary using poster media?
3. How is the improvement of student's vocabulary mastery through poster media?

### **E. Objective of the Study**

Based on formulation of the problem above, the objective of this research are:

1. To describe the implementation of poster media in vocabulary learning to improve student's English vocabulary mastery of eight grade students at MTs Muhammadiyah 05 Kalikuning.
2. To describe the student's motivation in learning vocabulary using poster media.
3. To describe the improvement of student's vocabulary mastery through poster media.

### **F. Significance of the Study**

The result of this research is expected to have the following benefits to other parties:

- a. For the students

The results of this study are expected to increase students' motivation and intelligence in the process of learning English vocabulary with the efforts of innovative teachers.

- b. For the teacher

The results of this research can be taken into consideration in determining fun learning techniques so that they can improve skills in learning English vocabulary.

- c. For institution

The results of this research are expected to help realize better and quality education and find better educational packaging.

d. For further researchers

The results are proposed as a reference for other research colleagues in further research that takes the topic of factors related to learning methods to improve English vocabulary mastery by using poster media on student.

### **G. Operational Definition**

It is best to define some of the terms used in this research.

1. Vocabulary Mastery

According to (Hornby, 2010) Mastery of vocabulary is an individual's knowledge and comprehension of words used in a specific subject, book, etc.

2. Poster

According to (Yaumi, 2018) A poster is a work of art or graphic design composed of images and text on a large sheet of paper. Posters can be used as an example or model for learning how to effectively convey a message