

CHAPTER I

INTRODUCTION

This chapter includes the background of the study, the formulation of the research problem, the research purpose, the importance of the research, the scope and limitations of the research, and the definition of key terms.

A. Research Context

English as an international language is used for communication by most people all over the world. It has become a dominant language in many fields of activity such as technology and science, communications, culture, and others. As the Indonesian curriculum says, English is used as the first foreign language in Indonesia. It must be learned and mastered by students from elementary school until the university level. Seeing the issue of curriculum 2013 that English subject at the junior high school will be the degree of the time to teach English at the school. It can be considered that English is an international language. This language is very important for relations between all countries around the world. Then, English has to be taught starting from Junior High school, at this level students are targeted and able to reach a functional level to communicate spoken and written in daily life. Moreover, according to Nurhayati (2016) most students suppose that speaking and writing English are difficult especially to utter and organize their ideas freely. Thus, the students can provide themselves to face the global world, which has more sophisticated technology, such as computers, the internet, television, and radio. Moreover, according to Nurhayati (2019) having competence in operating

technology and instructional media is also necessary especially living in industrial 4.0. E-learning is one of the modern or innovative teaching models used in teaching English. They use English for communication and to give some information to people.

In getting success in learning English, the students have to be able to perform the four language skills: listening, speaking, reading, and writing accurately. Widiati and Cahyono (2006:78) point out that the success in performing these four language skills essentially depends on some “language learning ingredient” such as vocabulary, grammar, and pronunciation, which are usually called language elements. Among these three language elements, vocabulary is the core component of language proficiency and it provides much of the basis for how well learners speak, listen, read, and write.

Vocabulary is essential for building knowledge of a new language. It provides a basis for learning structures. Without vocabulary, it is possible neither to communicate nor to improve in the language. Thornbury (2002:13), says without grammar very little can be conveyed, without vocabulary, nothing can be conveyed. It means that well-acquired vocabulary ensures a good start to a successful learning process with good knowledge of the language and the ability to use it well in real life. Considering the importance of vocabulary in the students’ learning of English, the way vocabulary is learned by learners that can support their language skills should be ensured because it can improve the learners’ proficiency. Oxford (1990:1) states that appropriate language learning strategies result in improved proficiency and greater confidence. The

improvement of learners' proficiency also deals with the teacher's strategy in teaching because teaching strategies applied by every teacher who has been able to improve the students' language performance in terms of the four skills.

There are many reasons why English is important, particularly as a medium to find information. One of the problems in learning English is the difficulty to memorize the vocabulary. The definition of vocabulary is central to language and of critical importance to typical language learning (Zimmerman, 1998; Coady & Huckin, 1998). It means that vocabulary is a word that we have to know to communicate with others. The mastery of vocabulary is related to the ability of students in obtaining the vocabulary. Henry and Pongrantz (2006:246) also point out that "mastering a language means being able to comprehend the vocabulary and its phonological system both in speaking and writing." It means the students who learn English as a foreign language have to comprehend the meaning of the words because it is the point for them to understand what they listen to and read and also to get the goal of communication with other people.

Vocabulary is one of language competence, which enhances language skills. Cameron (2001) argues that words are important to develop children's skills and knowledge and building up useful words for young learners is fundamental to foreign language learning at the junior high school level. Rivers in Nunan (1991: 117) argues that the acquisition of an adequate vocabulary is essential for successful second language use because, without an extensive

vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.

The students are easier in learning English vocabulary if the teachers know the strategy to improve the students' English vocabulary. Many strategies can be used by English teachers in teaching English vocabulary. According to Nation (1990:66-67), other strategies can be used to help their students' practice English vocabulary. Examples; reading text, translating, looking up at a dictionary, making notes, practicing dialogue and storytelling, playing word games, and using vocabulary for communication in daily life. It means that there are many strategies to improve students' vocabulary that can be applied by the teachers.

Several studies suggest that teaching strategy contributes to students' vocabulary mastery. The previous studies from Alabsi (2016), Alshwalah (2016), and Mishanila (2019) researched the effectiveness of teaching strategy in teaching vocabulary mastery. from the previous studies, the researcher can take lessons and also their discrepancies based on the found gaps, the recent study is done. The gap between this research and previous studies is the technique to collect the data. This research used a qualitative approach with interview instruments.

In this research, the researcher was a researcher in Mts Darissulamaniyah Durenan Trenggalek, because the researcher found some differences in teachers' strategies in teaching, including one teacher with some of the other teachers. Based on the observations before, the researcher saw one of the

teachers in Mts Darissulamaniyah Durenan Trenggalek who teaches in two classes, and strategies used by the teacher to make the students bored.

The strategies that the teacher used were not attractive. so, the students are becoming less understanding of English vocabulary. When explaining lessons that should be easy can be very difficult to understand, and cause students to get bored in class, maybe the point of boredom comes because a teacher does not have a suitable strategy to communicate with his students, and does not care about students understanding the material or not. While based on information obtained from the students, there are several strategies that the teachers use to make students interested in learning English vocabulary. so, in this research, the researcher was interested in finding the *Vocabulary Teaching Strategies in Blended Learning Mode at Mts Darissulamanniyah Durenan Trenggalek*.

B. Formulation of Research Problem

In line with the context of the study, this research problem is formulated as follows:

1. What are the vocabulary teaching strategies in blended learning mode at Mts Darissulamanniyah Durenan Trenggalek?
2. How are the steps of implementing vocabulary teaching strategies in blended learning mode at Mts Darissulamanniyah Durenan Trenggalek?

C. Objectives of the Research

Based on the formulation of the research problem, the objectives of this study are as follows:

1. To find out vocabulary teaching strategies in blended learning mode at Mts Darissulamanniyah Durenan Trenggalek.
2. To know the steps of implementing vocabulary teaching strategies in blended learning mode at Mts Darissulamanniyah Durenan Trenggalek

D. Significance of the Research

1. Theoretically

The result of this research is expected to give the contribution to understanding the vocabulary teaching strategies in blended learning mode at Mts Darissulamanniyah Durenan Trenggalek

2. Practically

The result of the study is expected to be useful for:

a. The teacher

It enables teachers to get information and select a suitable technique for teaching vocabulary using blended learning. It is an important thing for the teacher to develop the technique in their classroom to make the students interested in the subject.

b. The students' University

The researcher hopes that this study can be used as one reference in researching similar topics.

c. Reader

The researcher hopes it can be used to add knowledge about vocabulary teaching strategies in blended learning mode, the researcher also needs criticism and suggestions to improve and complete our necessary.

E. Scope and Limitation of the Research

The scope of this research is vocabulary teaching strategies in blended learning mode. The subject is English teacher at Mts Darissulaimaniyah Durenan Trenggalek.

By knowing the research scope, the limitations of this research thesis are the vocabulary teaching strategies in blended learning mode and the implementation of vocabulary teaching strategies in blended learning mode. The writer focuses only on vocabulary teaching strategies in blended learning mode in blended learning.

F. Definition of Key Term

To avoid misunderstanding the interpretation of the substance of the title, the researcher considers the key terms as follows:

1. Teaching Strategies

Teaching strategies are activities used by teachers to improve the success and enjoyment of the teaching and learning process. Bjorklund (2004: 347), stated that teaching strategies are a goal of purposeful and goal-directed mental operations used to assist performance.

2. Vocabulary

According to Hornby (1995), a vocabulary is the entire amount of words that comprise a language (together with roles for mixing them). According to Hiebert and Kamil (2005), vocabulary is knowledge of words and their meanings in both spoken and written language, in both productive and receptive forms.

3. Blended Learning

According to Garner & Oke (2015), Blended Learning is a climate intended to incorporate face-to-face Learning (F2F) with online learning, which aims to improve students' learning outcomes. The researcher characterized Blended Learning as an application of learning to use face-to-face and online from the definition above.