CHAPTER I

INTRODUCTION

This chapter describes (1) background of the research, (2) research problem, (3) the objectives of the research, (4) scope and limitation of the research, (5) significance of the research, (6) research hypothesis. and (7) definition of key terms.

A. Background of the Study

Learning is a process of interaction between students and teachers on certain themes that have been determined in a learning environment. The learning process is selecting and remembering facts, procedures, ideas, and so on that may be helpful in the future (Rossum, Hamer 2010:4). learning aims to help students understand the material well. It should be noted that quality learning really depends on students' self-motivation and teacher creativity when teaching. Students who have high motivation and are supported by active teachers will achieve successful learning targets. Learning targets can be measured through student grades.

Previous researchers such as Rahman and Tatat conducted research using the circuit learning model with different focuses and types of research. Researchers Rahman and Tatat (2020) used a three-cycle CAR research type with a focus on improving writing skills. In this research, we will discuss Circuit Learning Model learning with different methods, namely quantitative quasi-experimental type with a focus on increasing vocabulary mastery at SMPN 2 Sumbergempol. Starting with a pretest to find out the

extent of the student's abilities. then carry out the treatment using a learning model until at the end of the class meeting, a post-test is carried out to determine the development of each eighth-grade student's vocabulary mastery abilities

In learning at school, there are differences in the abilities of each individual, which affect the speed of receiving information and the ability to find solutions to problems. This often happens because of the difficulties students experience in learning. Learning difficulties are a condition when students cannot receive material at school well. All of this can arise due to internal and external influences. Students' internal problems include character and attitudes toward learning, motivation to learn, and a lack of ability and confidence to communicate something. Apart from that, there are external obstacles for students, which come from the way teachers present material in class, as well as the limited media or teaching aids available. This impacts student learning outcomes, which tend to be low. Therefore, teachers must actively guide students by planning to increase students' knowledge, skills, and attitudes toward learning experiences to achieve optimal learning outcomes that can be measured and evaluated.

Based on the facts gathered during the first internship at SMPN 2 Sumbergempol, it can be stated that the problem was caused by several factors, such as the delivery of learning material, which was less attractive because the teacher was still focused on the material in the book, so students became bored and passive. Another consequence of boredom is a decrease

in students' motivation to study and understand the material presented. This causes a gap between the research and the facts on the ground.

B. Research Problem

Based on the background above, the problem can be formulated as follows: "Is there any significantly different scores of the eighth-grade students' vocabulary mastery with and without being taught by using a Circuit Learning Model at SMPN 2 Sumbergempol?"

C. The Objectives of the Research

This study aims to determine the differences in the value of learning English with and without using the Circuit Learning Model.

D. Scope and Limitation of the Research

In this study, the respondents were eighth-grade students, boys and girls aged 13-14 years. The limitations of this research are based on a limited sample, by taking several samples that can follow the learning process well.

E. Significance of Research

The results of this study are expected to provide benefits both theoretically and practically as follows:

1. **Theoretically**

   The results of this study are expected to find out strategies for increasing students' vocabulary skills through circuit learning model.

2. **Practical**

   a. Teacher

      1.) The teacher can use the material more easily and a new method to teach vocabulary using the circuit learning model.

      2.) Teachers can make this method an interesting method so that students can easily understand it in learning to speak English.

   b. Student

      1.) Students will quickly understand how to say something.

      2.) It will improve students' vocabulary skills in class.

   c. Researcher

      1.) Can use the results of this study as a reference.

      2.) Can search for the same variable

F. Research Hypothesis

This research has two hypotheses. The two hypotheses are the null hypothesis (H_0) and the alternative hypothesis (H_1), described as follows:

1. The null hypothesis (H_0)

   There is no significant difference in scores between the Circuit Learning Model and the Lecture and Discussion Learning Model on student learning outcomes.

2. The alternative hypothesis (H_1)

        The Circuit Learning Model has a significant influence on student learning outcomes compared to using the lecture and discussion learning model.

G. Definition of Key Terms

1. Vocabulary

        Vocabulary is the primary language aspect that must be mastered before mastering English skills. There are some definitions of vocabulary by some experts. According to Hornby (2006:1645), vocabulary is all the words a person knows or uses, and it is all the words in a particular language. According to Hatch and Brown (1995:1), vocabulary is a list or set of dishes for a specific language or a list or collection of words that individual speakers of a language might use.

        From the definition above, we can see that vocabulary is a collection of words in English that are familiar and commonly used in everyday life. Learning language is the principal capital for someone to be able to construct or create new sentences and also help master other fields. Mastering a lot of speech will help us develop verbal communication skills.

        We know there are standard and non-standard words in the many existing vocabularies. Both of these vocabularies have characteristics that many people may not know about. Everyday vocabulary is a word

that is based on excellent and correct language rules. At the same time, non-standard words are words that are opposite to the meaning of standard words, which means that the word is not by the writing and guidelines for language rules. Common vocabulary is usually used at moments that are official or formal. Meanwhile, non-standard vocabulary tends to be used at informal, informal, or relaxed moments, for example, in daily conversations or when talking with friends.

2. **Circuit Learning Method**

The Circuit Learning Model is a model that is applied in learning which includes a questions and answers process between teachers and students regarding the material being taught, followed by the application, presentation, and presentation of concept maps, division of students into study groups, and distribution of rewards for students or groups who can carry out orders well.