CHAPTER I

INTRODUCTION

In the term of implementing this research there is background of the study, formulation of research problem, definition of key terms, the purpose, significance, scope limitation and organization of the study :

A. Background of The Study

The application of implementing the learning process today has made many changes, especially in learning strategies. This interaction or reciprocal relationship between teachers and students' is the main requirement for the learning process to take place. The old teaching method while implementing learning strategies is more centered on the teacher as a facilitator, in a learning model like this, the process of learning materials had been specially packaged and presented by the teacher for students as a recipient. Some of people who have thinks the old way of learning process it not effective. In this type of learning model, many people think that students as recipients are just being stuffed without knowing how and what students actually learned. Its' seems too hyprocite, so many people demand two-way learning activities where students must be active during class. Active means actively having opinions, actively asking questions, also active which greatly builds their understanding of the material they get during the learning process, but in practicall way it very delicate, not all students characteristic is suitable for this new learning models that was implemented in new curriculum "*Kurikulum merdeka*" also the previous curriculum K13 that

almost having same characteristic. Nurhayati's studies (2008a; 2015b; 2016d) indicate that the frequency of conducting various innovative activities as a teaching technique can make studying English more enjoyable for students, particularly by reducing their reluctance to participate in activities. The research suggests that students often lack energy and benefit from activities that engage them physically. This implies that teachers need to be creative in designing activities to prevent boredom and maintain student engagement. Also practically some of students' are having different learning tendencies. Beside that the diverse character of students can form a tendency in student learning patterns, such as at Islamic Vocational School 2 Durenan, as a vocational school that was prepared their students' with real job training they seems having difficulties in focusing which their preference to providing the best for their students. While doing preliminary obsevations researcher try to comunicate with English teacher at XI TBSM 2 class, Mrs. Dwi Puji Astuti, about such problem that probably can appear in this school especially in this class. As a English teacher she said that students' having no enthusiasm during her class, not because they are don't like the teacher or any personal reasons, its' simply because their capability to learn English language is still low, beside that this class of students' thinks that this subject is not their vocational subject of study and underestimate this English subject of study.

That's crucial students problem was hard to be face, as a English teacher need some extra strategy, she said that almost all of the students' having same characteristic. For researchers, this problem may seem trivial, but if it is ignored

and left for too long, it will become a problem that will have a big impact on students' not only in students' score but also in their learning tendencies, not only English major but also the other regular major.

Beside that language, with its nuanced meanings and potential for multiple interpretations of a single word, can make it somewhat difficult for students to navigate independently. This newfound independence in learning may lead to misconceptions about the nuances of the language being studied. It is undeniable that teachers are important and that their abilities significantly influence student success Kenneth (2014).

One of primary goals teacher is to be able give facilitate positive learning experiences for students'. In addressing the challenges of learning a English language at SMK Islam 2 Durenan, there are various effective strategies to enhance understanding also increasing the students' vocabulary mastery. One particularly suitable approach involves encouraging students' to engage in active writing. Writing activities have the potential to significantly influence students' mindset and deepen their comprehension of the subject matter even beside that digital learning media was erased the essens of writing, as a teacher sometimes this fact is not easy for students' or teacher to handle this, eventhough this not a big problem.

Harmer (1998) points out, the writing skill has finally been recognized as an important skill for language learning, the writing process can be interpreted asstages of changes in cognitive, affective, and psychomotor behavior that occur

within students'. If the more things students are able to write or summarize, the more it will determine the students' understanding the materia of learning.

Writing notes or journals is also the initial basis in learning English, on this study writing notes can be strategy as it modifier. The modifier writing notes strategy that would be suitable for characteristic in XI TBSM 2 class SMK Islam 2 Durenan, by implementing modifier writing notes strategy students' are able to memorize, the memorizing material go hand in hand with students' academic score Effective learning and academic achievement depend heavily on an efficient working memory, especially in English language learning to mastering vocabulary. it could be happen in case that students' during process of writing is understand the material properly, beside memorizing the English material the notes' could be students' archive of new vocabulary in students' English learning journey. in addition, there are three elements of language that play an important role in the four skills, namely pronunciation (pronunciation), vocabulary (vocabulary words), and grammar (language structure). Sutisna (2022) cites that vocabulary is often viewed as a critical tool for English language learners because a limited vocabulary in learning a foreign language make it barrier in communication.

The simple solution for teachers and students is modifier writing notes strategy that can applied during the learning process, summarizing the material and also for vocabulary memorizing to increase students' vocabulary mastery. Writing notes here can be in the form of summarizing to long term memory for students, by writing new vocabulary, as well as being a guide by teacher, Based

on the problem explanation above, the writer is interested to conduct a research entitled "IMPROVING STUDENTS' VOCABULARY MASTERY BY USING MODIFIER WRITING NOTES STRATEGY FOR XI TBSM 2 GRADE SMK ISLAM 2 DURENAN"

B. Formulation of Research Problem

Based on the background, the research problem is formulated as, "How can modifier writing notes strategy help to improve students' vocabulary mastery XI TBSM 2 grade SMK Islam Durenan?", Based on the research problem, the purpose of this study is formulated as, "To find out modifier writing notes strategy is helpful to improve students' vocabulary mastery grade XI SMK Islam 2 Durenan.

C. The Purpose of The Study

The purpose of this study is to improve student's mastery of vocabulary XI TSM 2 grade, SMK Islam 2 Durenan, beside that students' can be more active during class and process of writing can help students's in memorizing new vocabulary to increase their vocabulary mastery.

D. Significance of The Study

The findings of this study are expected to be useful for :

1. Theoretically

Theoritically this research can provide useful long term benefits for students. Taking good notes in class is an important part of class activity. Actively

taking notes during class can help you focus and better understand main concepts. Good note-taking will improve students' active writing, comprehension of material, and retention. Taking notes on both synchronous and asynchronous material will give students' long term memory from what students hear and see during class, also this is interesting way to increasing students' vocabulary number by using writing notes activity.

2. Practically

    a. For English teacher can apply writing notes approach by using instructional strategy to overcome their students problem in learning vocabulary through preliminary test, task-cycle, and language focus.

    b. Students improve their understanding of new vocabulary also writing skills through the aplication of writing notes method during learning process.

    c. For readers, they was have lots of information about their teaching and learning experiences.

    d. The next researcher who was conduct the same research, as input to make educational policies in teaching English

E. Scope and Limitation of the Study

As a classroom action research, this study is conducted to one class only that is class XI TBSM 2 at SMK Islam 2 Durenan. This study focuses on the implementation of the writing notes strategy to improve students' vocabulary mastery.

F. Organization of Study

This study is divided in five chapters; those are introduction, review of related literature, research methodology, research finding and discussion, conclusion and suggestion:

1. Chapter I : Introduction

   It consists of background of the study, formulation of problem, purpose of the study, significant of the study, scope and limitation of the study, definition of key term and organization of the study.

2. Chapter II : Review of Related Literature

   It includes , discussion of students vocabulary number and writing note's activity.

3. Chapter III: Research Method

   It covers research design, setting and subject of the study and procedures of study.

4. Chapter IV: Research Findings and Discussion

   It deals with presentation data and discussion.

5. Chapter V : Conclusion and Suggestion.

   It presents conclusion of the analyzed and suggestion related to the research finding after conduct the research.

G. Definition of Key Terms

In order to clarify the key terms used in this study, some definition are put forward :

1. Improving: Making positive changes or enhancements to enhance the current state or condition, (Meriam, 2016)

2. **Students' Vocabulary Mastery**: Vocabulary is a list of words, usually given in alphabetical order Making positive changes or enhancements to enhance the current state or condition (Rai (2010, p. 112), The Oxford Advanced Learner's Dictionary (2005) also defines vocabulary as: (1) the entirety of words an individual comprehends and use; (2) the complete lexicon of a given language; (3) the specific terms individuals employ when discussing a particular topic; and (4) a compilation of words alongside their definitions, particularly found in educational materials for foreign language acquisition. "Numeracy," it refers to the ability to understand and work with numbers. If you meant something else, please clarify, The number of vocabulary is frequently denoted as the breadth of vocabulary knowledge, indicating the quantity of words an individual is familiar with at a specific level of language proficiency, as stated by Nation (2001)

3. Modifier is a word or phrase that makes specific the meaning of another word or phrase. It is a word or phrase that describes another word or phrase, making it more specific. Modifiers can be adjectives or adverbs, and they are usually positioned next to the word or phrase they describe, either immediately before or after it.

4. **Writing Notes**: Short, concise records or annotations made during the process of studying or learning, often used to aid memory or understanding, Vocabulary

learning is a memory task, but it also involves creative and personalized use, that is, learning and using. (Thornbury, 2002).