

CHAPTER I

INTRODUCTION

This chapter contains the component parts of research. Those are background of the study, research questions, the research aims, scope and limitation, significant of the study and the definition of the key terms.

A. Background of the study

Vocabulary plays a crucial role in language learning, particularly for students in vocational high schools who require specific terminology relevant to their field of study. Mastering subject-specific vocabulary is essential for students to understand technical materials, communicate effectively in their respective industries, and succeed in their academic and professional careers. At *SMK Negeri 1 Udanawu*, vocabulary acquisition is a fundamental component of learning for students in the Online Business (BD) department, as they are required to comprehend business-related terminology, apply it in real-life situations, and use it in digital and entrepreneurial contexts.

Despite its importance, many students struggle with vocabulary acquisition due to traditional teaching methods that rely heavily on rote memorization, translation-based instruction, and passive learning techniques. These methods often fail to engage students, leading to difficulties in retaining and applying new vocabulary in practical settings. Additionally, a lack of contextual and interactive learning opportunities results in students memorizing words without fully understanding their meanings or appropriate usage in business-related scenarios.

To address these challenges, effective vocabulary instruction should incorporate interactive, student-centered, and contextual learning strategies that cater to the specific needs of vocational students. Teachers should implement diverse teaching methodologies such as contextual learning, where vocabulary is introduced through real-world business scenarios; technology integration, utilizing multimedia tools, e-learning platforms, and business simulations to enhance engagement; and collaborative learning approaches, such as group discussions and project-based activities, to encourage active participation and knowledge retention. By shifting from traditional rote memorization to meaningful, experience-based learning, students can develop a deeper understanding of vocabulary and improve their language proficiency in business communication.

This study adopts a descriptive qualitative research approach to investigate the strategies used by teachers in teaching vocabulary to vocational students at *SMK Negeri 1 Udanawu*. By examining teacher-student interactions, instructional techniques, and student engagement levels, this research aims to explore the effectiveness of different vocabulary teaching strategies, identify challenges encountered by both teachers and students, and propose best practices to enhance vocabulary instruction. Through qualitative methods such as classroom observations, teacher interviews, and student focus group discussions, this study seeks to provide in-depth insights into vocabulary instruction in vocational education and contribute to the development of more effective teaching practices in the Online Business (BD) department.

Vocabulary plays a crucial role in language learning, particularly for students in vocational high schools who require specific terminology relevant to their field of study. At *SMK Negeri 1 Udanawu*, vocabulary acquisition is essential for students in the Online Business (BD) department as it helps them comprehend technical materials, communicate effectively, and prepare for their future careers. However, many students struggle with vocabulary learning due to traditional instructional methods that rely heavily on rote memorization and lack contextual learning.

Effective vocabulary instruction should incorporate interactive and engaging strategies that align with students' learning needs. Teachers need to implement diverse teaching methods, such as contextual learning, technology integration, and student-centered approaches, to enhance vocabulary retention and usage. Given these challenges, this study seeks to explore how vocabulary teaching strategies are implemented in vocational high schools and to identify best practices that improve students' vocabulary learning experiences.

A descriptive qualitative research approach is used in this study to examine the instructional methods applied by teachers in the Online Business (BD) department. By analyzing teacher-student interactions, instructional techniques, and students' engagement levels, this research aims to provide insights into the effectiveness of various vocabulary teaching strategies and recommend improvements.

B. The Research Question

1. What are the current vocabulary teaching strategies used by teachers at the State Vocational High School 1 Udanawu?
2. What is the effectiveness of the current vocabulary teaching strategies as perceived by teachers and students at the State Vocational High School 1 Udanawu?
3. What alternative strategies could be implemented to improve vocabulary acquisition among students at the State Vocational High School 1 Udanawu?
4. What are the best practices for teaching vocabulary in vocational high school settings?

C. The Research Aims

The aims of this quantitative research study are as follows:

1. To identify and analyze the current vocabulary teaching strategies used by teachers at Vocational High School 1 Udanawu.
2. To evaluate the effectiveness of the current vocabulary teaching strategies as perceived by teachers and students at the State Vocational High School 1 Udanawu.
3. To identify alternative vocabulary teaching strategies that could potentially improve vocabulary acquisition among students at the State Vocational High School 1 Udanawu.
4. To determine the best practices for teaching vocabulary in vocational high school settings.

D. Scope and limitation of the research

This study focuses on the vocabulary teaching strategies employed in the Online Business (BD) department at *SMK Negeri 1 Udanawu*. The research specifically examines Grade 11 students and their English teachers, as this stage is critical for vocabulary development in relation to their academic and professional readiness. The study will explore various teaching methods used in the classroom and how students respond to them through qualitative approaches, including classroom observations, teacher interviews, and student focus group discussions. These methods will provide a holistic understanding of vocabulary instruction in a vocational high school context.

Given that this study employs a descriptive qualitative research approach, the findings will be interpretative and explanatory rather than numerical. The study will focus on understanding teaching practices, challenges, and student engagement in depth rather than producing statistically measurable results. While the research provides detailed insights, it is limited to a single vocational high school, meaning the results may not be fully applicable to other schools with different teaching conditions, curricula, or student demographics.

Additionally, external factors such as school policies, teacher training, and available resources may influence vocabulary instruction, but these elements are beyond the direct scope of this study. The research is also time-bound, covering a specific academic year, which may affect the ability to track long-term vocabulary retention and improvement in students. Despite these limitations, the study aims to offer meaningful recommendations that could be

adapted and applied in similar vocational education settings to enhance vocabulary teaching strategies.

E. Significance of the Study

This study is expected to provide significant contributions to the field of vocabulary instruction in vocational high schools, particularly in the Online Business (BD) department.

For teachers, the findings offer valuable insights into effective vocabulary teaching strategies that enhance student engagement and retention. By analyzing real classroom experiences, this study can help educators identify the strengths and weaknesses of different instructional methods, such as contextual learning, technology integration, and interactive teaching approaches. Teachers can use this research to refine their strategies and adopt best practices that improve vocabulary acquisition among vocational students.

For students, this study has contributed to a deeper understanding of how different vocabulary learning techniques impact their comprehension and usage of subject-specific terms. By identifying the most engaging and effective strategies, students can improve their ability to retain and apply new vocabulary in both academic and professional settings. This research may also help students recognize their own learning preferences and encourage active participation in vocabulary-building activities.

For educational policymakers and curriculum developers, the study provides recommendations for improving English language instruction in vocational education. Findings from this research can support the integration of

more student-centered vocabulary teaching methods into the curriculum, ensuring that vocational students are better prepared for industry-specific communication demands. The study may also highlight the need for teacher training programs that equip educators with innovative and practical strategies for teaching vocabulary effectively.

Previous research has emphasized the importance of meaningful and context-based vocabulary instruction in enhancing language retention (Nation, 2013; Schmitt, 2010). Studies have also shown that traditional rote memorization techniques are less effective compared to interactive learning approaches, such as multimedia-based instruction and collaborative learning (Graves, 2016). This study builds on these findings by examining how such strategies are applied in a vocational high school setting and exploring their impact on student learning outcomes.

By understanding the current teaching strategies and their effectiveness, this study aims to contribute to the development of more effective vocabulary instruction practices that can be adopted by vocational high schools. These improvements will ultimately enhance students' language skills, boost their confidence in professional communication, and better prepare them for their future careers in business and digital entrepreneurship.

F. Definitions of the key terms

1. Vocabulary

In this study, *vocabulary* refers to business-related English words and technical terms that are essential for Grade 11 students in the Online

Business (BD) department at *SMK Negeri 1 Udanawu*. These include terminology used in digital marketing, e-commerce, entrepreneurship, and other online business activities that support both academic learning and practical application in vocational contexts.

2. Teaching Strategies

Teaching strategies in this study refer to the specific approaches, techniques, and methods employed by English teachers to teach vocabulary in the Online Business (BD) department. These include contextual learning, technology-based instruction, and interactive methods such as discussions, simulations, and project-based learning tailored to vocational education settings.

3. Vocational High School (SMK)

A Vocational High School (*SMK*) in this study refers to a secondary education institution that prepares students with practical skills for specific careers. Specifically, *SMK Negeri 1 Udanawu* provides education in fields such as Online Business (BD), where students are trained to meet the demands of digital entrepreneurship and marketing industries.

4. Online Business (BD)

Online Business (BD) refers to a vocational major that equips students with the knowledge and skills related to digital entrepreneurship, e-commerce, social media marketing, and online customer service. In this study, it pertains to the field of study where vocabulary instruction is applied in a business and digital context.

5. Effectiveness

Effectiveness in this study refers to how well vocabulary teaching strategies help students acquire, retain, and use relevant vocabulary in both classroom activities and real-life business contexts. It is measured through student engagement, perceived usefulness of the strategies, and the ability to apply new vocabulary in appropriate situations.

6. Contextual Learning

Contextual learning in this research refers to a vocabulary teaching approach where new words are introduced and practiced within realistic and meaningful business scenarios. This method helps students understand the function and application of vocabulary in situations relevant to their vocational field, such as customer communication, online transactions, and digital promotions.