

CHAPTER I

INTRODUCTION

1.1 Background

One of the linguistic components that must be acquired in order to learn English abilities is vocabulary. The development of vocabulary is crucial to learning a foreign language. In order to master vocabulary, English teachers and students must build strong relationships. Harmony in foreign language learning will result through positive teacher-student interactions. How the teacher presents the language teaching materials is one technique to establish a good connection with the students. The teaching method utilized for the teaching and learning process is the manner in which the teacher conveys the subject matter to the students. The four skills of the English language are listening, speaking, reading, and writing. When it comes to English learning, students are always taught to memorize basic vocabulary first. Because vocabulary is a component of those four skills, vocabulary mastery is crucial to learning English. For students to support their four language skills, vocabulary is crucial (David, 1991:9). It means that without mastery of vocabulary, students will find it difficult to study English and its skills.

Based on the teaching activities carried out by the teacher during the teaching and learning process, the teacher accumulates student scores which are divided into Assignments, Daily Tests and Mid-Semester Exams. The result for each score, some students reach their KKM and it shows that students' vocabulary is improved. The author suggests the English teacher to create a learning atmosphere that is fun, comfortable, and interesting.

Students' ability in vocabulary is the basic English of students is low, most students are not eager to learn English and some strategies are difficult for students to understand. Therefore let students find their way to improve vocabulary, it can be found in many ways like watching and reading, then play some vocabulary games to students and give them goals to improve their vocabulary.

The findings show that the way English teachers use memorization strategies in teaching English vocabulary is by providing a list of vocabulary to students and after that the teacher asks students to read their vocabulary list before starting the lesson, called the students one by one randomly. to come to the teacher to memorize their vocabulary. The students were asked to write the word on the board and present it in front of the class one at a time at the following meeting. Students describe where they learned the word, what it means to them, and why he and other students should be aware of its definition in the presentation. Following the presentation, the teacher and every student give more details about the words that were introduced.

The students' lack of enthusiasm for the learning process is the issue that has been identified in the class. They struggle to comprehend what they read and hear. Students, however, interpret the meaning of words in sentences incorrectly. According to Prasetyo,

Kurniawati, and Subari (2013), "English teachers must apply various media to improve students' ability in mastering English skills." As a result, researchers are interested in using vocabulary games with students to boost their interest in learning English vocabulary and vocabulary mastery.

This study was conducted because it is crucial for students to have a strong vocabulary. Students often struggle to make the appropriate word choices, and many English words also have idiomatic meanings. As far as we are aware, no researcher has yet evaluated students' vocabulary mastery using a retrospective method.

1.2 Research Problem

Based on the study's context, we can formulate the following issue as the problem of this research:

1. How is the teacher's preparation in teaching vocabulary mastery?
2. How is the teacher's practice in teaching vocabulary mastery ?
3. How is the teacher's evaluation in teaching vocabulary mastery?

1.3 The Objective of Research

The goal of this study can be inferred from the study's problem as stated above as follows:

1. Describe the preparation of teachers in teaching vocabulary mastery.
2. Describe the teacher's practice in teaching vocabulary mastery.
3. Describe teacher evaluations in teaching vocabulary mastery.

1.4 The Significance of Research

The study's findings are important for both beginning vocabulary mastery teachers and students as well as for upcoming researchers who wish to look into teacher-created vocabulary mastery strategies.

1.4.1 Theoretically

Future researchers are expected to benefit from this research and gain new understanding of English teacher strategies for improving students' vocabulary mastery.

1.4.2 Practically

For teacher:

This study is expected to help vocabulary mastery instructors improve their students' skills and serve as a guide for instructors selecting the most effective learning techniques.

For future researcher:

It is anticipated that future researcher will be interested in examining the vocabulary mastery strategies used by the teacher and that it will advance science and research in the future.

1.5 The Clarification of Terms

Retrospective study, A retrospective study is one that examines exposures to potential risk or protective factors in relation to an outcome that was predetermined at the beginning of the study.

Teacher's strategies, Teachers deliver course material using teacher's strategies, or teaching strategies, in order to keep students interested and practicing various skill sets.

Improvement, The process of moving something from one state to one that is thought to be better, usually through some action intended to bring about that better state, is known as improvement.

Vocabulary mastery, One of the requirements for learning English as a foreign language is vocabulary mastery. It indicates that the students are capable of comprehending and applying the word's meaning. Students perform their language more fluently the more vocabulary they are able to master.