

CHAPTER I

INTRODUCTION

1.1 Background

Instructional media is the means for transmitting or delivering messages and in teaching-learning perspective delivering content to the learners, to achieve effective instruction (Omenge and Priscah, 2016). The purpose of instructional media is to encompass all traditional methods employed outside the classroom to teach English. These methods offer students opportunities to engage their senses, resulting in positive attitudes, increased self-motivation, and improved understanding. Vocabulary acquisition and retention are widely recognized as influential factors in language learning. However, several factors hinder language learners from achieving optimal vocabulary acquisition and retention. Vocabulary is crucial for developing fluency, and lexical ability significantly contributes to language learning. This research focuses on analyzing the potential obstacles encountered by elementary school students in a public school in Medan. The study aims to investigate the specific difficulties faced by five students in their vocabulary learning process.

Vocabulary holds significant importance in achieving fluency in any language, making lexical competence a vital aspect of language learning. Moreover, vocabulary plays a crucial role in language acquisition, as insufficient knowledge in this area can pose challenges for learners. By developing effective vocabulary learning strategies, learners can greatly enhance their overall proficiency in English. The objective of this case study is to investigate the specific difficulties encountered by five school pupils during vocabulary learning. The participants were instructed to memorize the given vocabulary within a designated time frame. While some pupils successfully completed the assigned task, others were unable to finish within the given timeframe. Upon the deadline, I evaluated their vocabulary retention and administered a questionnaire to gather feedback from each participant.

The researcher utilized interviews and questionnaires as data collection methods. The collected data was then analyzed in a descriptive manner. The findings revealed that students continue to encounter problems and difficulties in vocabulary learning. These difficulties

varied among students. Pronunciation, spelling, and writing were common challenges faced by most students. Another reason for the students' struggle in vocabulary learning was their difficulty in recognizing different grammatical forms of words, leading to misunderstandings. Additionally, students faced difficulties in selecting the appropriate meaning of words and often became confused with word usage in different contexts. Lastly, students experienced confusion when encountering unfamiliar words or expressions. These findings align with the first thesis presented by Nurjannah (2016).

The study conducted at Muhammadiyah University of Makassar examined the students' perception of the teaching methods employed by their English teachers. The findings indicated that the methods utilized by the teachers had a positive impact on the students, leading to increased happiness and enthusiasm in learning English. The students found it easier to comprehend the materials, improve their pronunciation, and expand their vocabulary. Based on these research findings, it is recommended that English teachers adopt a creative approach and incorporate instructional media into their teaching practices. By doing so, the lessons become more engaging, facilitating better understanding, providing motivation, capturing students' attention, eliciting responses, and ultimately creating a more meaningful and enjoyable classroom environment.

Gaining vocabulary is crucial for effectively utilizing a second language and is instrumental in constructing coherent oral and written texts. In the context of English as a second language (ESL) and English as a foreign language (EFL), vocabulary acquisition holds significant importance across all language skills, including listening, speaking, reading, and writing. Moreover, having a substantial vocabulary is essential for proficiently utilizing a second language, as it enables us to effectively employ the learned structures and functions for meaningful communication. Without a robust vocabulary, comprehension and effective communication become challenging.

Lack of vocabulary can be a cause of poor reading skills and make learning English more difficult. However, the teacher is also very able to help students in learning vocabulary and is easily corrected. Students can quickly understand various words and get better grades with a good vocabulary. Vocabulary learning can be fun, easy and fast, making it easier for students to speak foreign languages outside of school and inside school. Lack of vocabulary allows students to feel lazy and less interested in learning English.

Thus considering the reality teaching and learning process in school the researcher was interested in doing a research to analyze **“LACK OF STUDENTS’ VOCABULARY REPERTOIRE IN LEARNING ENGLISH”**

1.2 Problem Statement

Based on the background above, the problem of the research can be formulated in the following questions:

1. What media are used by the teacher in teaching English?
2. How is the students’ perception of the media used by the English teacher in teaching English?

1.3 Objective of the Study

Based on the problem statement above, this study aims to find out:

1. The media used by the teachers in teaching English.
2. The students’ perception of the instructional media used by the English teachers in teaching English hence they struggle with vocabulary in English.

1.4 Significance of the Research

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

1. Students can facilitate their vocabulary learning process, enhancing their cognitive abilities.
2. Teachers play a vital role in motivating students, which aids them in achieving vocabulary proficiency.
3. Schools can utilize the findings of this research to identify creative teaching approaches by English teachers and their impact on students' English language achievements.
4. This study aims to enhance understanding of students' perceptions regarding the influence of teacher creativity in the teaching and learning process on their English language proficiency.
5. Future researchers can utilize the outcomes of this study as a reference for conducting further research in the field of vocabulary acquisition and the impact of teacher creativity on student learning outcomes.

1.5 Scope of the Research

The goal of this study is to describe the learning tools that English teachers use to teach English vocabulary to students in schools in Medan, as well as how those tools are perceived by the students and we also make observations in increasing students' vocabulary.

No	INDICATORS	OBSERVATION POINTS
1.	Repeating 4-5 sequences word	- Students can imitate vocabulary sounds spoken English.
2.	Re-imitating certain sounds	- Students can repeat words addressed to them (elephants,lions, etc.)
3.	Understanding the rules and doing an assortment of games	- Students can carry out orders in one direction (eg: forward, backward, backward, forward etc.).
4.	Writing your own nickname	- Want follow the gamebold of the Writing.
5.	Connecting and saying simple writtensymbols which symbolizes it	- Can mention the function of the noun which shown and linking pictures with writing. - Can use adjectives (beautiful, good, pretty etc) in speaking
6.	Telling stories using words replaceme, I, you, he, them	- Can use personal pronouns (I,you, he, they) correctly while speaking.
7.	Telling experiences /simple events with coherent	- Children Can Tell in Simple Experiences When Traveling