CHAPTER I

INTRODUCTION

This chapter consists of background of the research, identification of the problem, limitation of the problem, statements of the problem, objectives of the research, and significances of the research.

A. Background of the Research

Nowadays English dominates all aspects of communication. The people can see almost all electronic devices using English. English has become a universal language used in the world of education, technology, business, politics and others. According to Handayani (2016), mastering of English is one of the basic capitals to be able to face the global era. The ability in communication especially in English is needed in this era to face the development of the world. These communication skills include the ability of public speaking, having opinions, expressing and writing ideas, analysing, and discussing. This is a necessity because the development of science, technology and information is increasing day by day.

In learning English, of course, the students need to learn the vocabulary first, because it is the main step of English speaking ability among the humans. Good vocabulary is an important part of effective communication. Mastering a lot of vocabulary will make learners to be good speakers, listeners, readers and writers. It also can be used to reveal the meaning of a language, both written and spoken.

In recent times, the significance of teaching vocabulary has gained recognition as a crucial foundation for English language proficiency. The teaching

of English places significant emphasis on vocabulary, and many individuals argue that vocabulary holds greater importance than grammar. McCarthy (2002), in his book, asserts that regardless of the student's proficiency in grammar or the accuracy of their pronunciation in the second language, meaningful language acquisition cannot occur without a strong vocabulary foundation. Therefore, mastery of vocabulary becomes the primary objective in learning English.

Vocabulary is a fundamental competency that important to be taught to students, so that they can develop language skills. Vocabulary plays a significant role in the acquisition of English as a foreign language (EFL) and English as a second language (ESL), influencing all language skills, including listening, speaking, reading, and writing (Nation, 2011). Furthermore, in Indonesia, researchers and practitioners have previously studied the use of vocabulary learning strategies and its relationship to student language skills, student proficiency level, and the use of learning strategies vocabulary by students. Huyen & Thi Thu Nga in Rouhani & Purgharib (2013) said that the more students' vocabulary mastery will really help students to understand English and the four main skills, namely listening, speaking, reading, and writing. In addition to the language teaching experts above, there are quite a number of experts who view that teaching vocabulary is important in developing language skills.

Considering the importance of learning vocabulary to master English, students need appropriate teaching methods that can make it easier for students to practice speaking English. Roestyah, (2017) said that in order to achieve the desired learning outcomes, teachers need to employ effective and efficient strategies to

facilitate student learning. Creating a positive and conducive learning environment is crucial for teachers to manage classroom conditions successfully. Additionally, utilizing effective teaching methods is essential to ensure a high-quality learning process and positively impact student learning outcomes. This requires teachers to possess the ability to apply appropriate teaching methods that align with the unique characteristics and needs of their students.

CTL is the appropriate method in teaching vocabulary to students especially in bilingual-based schools, because with this method students will learn how to acquire knowledge in an active way that is relevant to everyday life. When learning vocabulary with this method, students expected to be able to use the vocabulary they get during lessons in their daily conversations. Students will also easily memorize the vocabulary they get better. According to Sanjaya (2006) the essence of the CTL learning process is when students are not only passive to take notes, sit and listen. But also learn about how to acquire knowledge in an active way that is relevant to everyday life. In the process, students will look for material and understand for themselves and then actualize it with their environment.

Based on the explanation above, the researcher tries to implement the CTL method when teaching vocabulary in grade 7 Al-Qalam Junior High School in academic year 2022/2023. Because the school is bilingual based and still use conventional methods for learning, it hoped that the CTL method will be effective in increasing students' vocabulary and making students easier to speak English in everyday conversation.

B. Identification of the Problem

After collecting information from several credible sources and determining the background of the problem, the researcher found several problems such as the lack of students' vocabulary and strategies in learning vocabulary, students' difficulties in understanding English texts, students' difficulties in using their acquired vocabulary in their daily conversations at school, and lack of student motivation for learning vocabulary.

Therefore, the researcher uses CTL method for students in learning vocabulary, so that they expected to be able to learn, memorize, and use the vocabulary they have acquired well in practicing four English skills.

C. Limitation of the Problem

To make this research more practical, researcher needs to limit the study by focusing on effectiveness of contextual teaching and learning method in improving English vocabulary in grade 7 students at MTs AL-Qalam in academic year 2022/2023.

D. Statement of the Problem

This research assesses the effectiveness of contextual teaching and learning method in improving vocabulary in grade 7 students at MTs Al-Qalam in academic year 2022/2023.

The statements of the problem are follows:

1. How is the implementation of CTL method to improve vocabulary mastery at grade 7 students at MTs Al-Qalam in academic year 2022/2023?

2. How are responses of grade 7 students at MTs Al-Qalam in academic year 2022/2023 after studying vocabulary by using the CTL method?

E. Objectives of the Research

The objectives of the problem are follows:

1. To describe the implementation of CTL method to improve students' vocabulary mastery at grade 7 students at MTs Al-Qalam in academic year 2022/2023

2. To describe the responses of grade 7 students at MTs Al-Qalam in academic year 2022/2023 after studying vocabulary by using CTL method

F. The Significances of Research

This research is expected to provide several significances:

1. Theoretically

   This research informs about the effectiveness of contextual teaching and learning method in improving English vocabulary in grade 7 students at MTs AL-Qalam in academic year 2022/2023.

2. Practically

a. For Student

   The results of the research are expected to make vocabulary learning more effective so that students can understand the meaning, memorize, and use the vocabulary obtained in everyday conversation at school.

b. For Teachers

The results of the research are expected to be a source of reference and information in improving vocabulary learning in junior high schools to be easy and effective.

c. For Readers

The results of the research are expected to increase the treasury of information regarding vocabulary learning using the CTL method.

d. For School

The results of the research are expected to be input material in improving the quality of English learning in junior high schools.

e. For Researcher

The results of the research are expected to be a reference for the other researchers who want to make similar research and can be used as a source of information that can be useful as a provision in the future.