

# CHAPTER I

## INTRODUCTION

### A. Background of Study

Language is so fundamental to humans, everything is like breathing which is so fundamental and necessary in human life. All humans, wherever they come from, certainly have a language. If we do not have language then we will lose our humanity we can no longer function as homo sapiens (knowledgeable beings). Language serves as a communication tool among individuals within a community, utilizing spoken symbols generated through human vocal mechanisms. The scope of defining language encompasses a couple of aspects. The initial aspect involves the vocalizations created by the speech organs, as well as the significance or interpretation conveyed within the progression of those vocal sounds. Language is a tool for communication, both verbally and in writing that humans use to express or reveal their thoughts, desires, and feelings.<sup>1</sup>

In today's globalized world, English has become a fundamental tool of communication across nations, cultures, and disciplines. As a core element of language competence, A robust grasp of vocabulary is essential for fostering growth across various linguistic capabilities, including reading

---

<sup>1</sup>Rina Devianty, Language as a Mirror of Culture, Tarbiyah Journal, Vol. 24, No. 2, July-December 2017 ISSN: 0854 – 2627 pp. 228-230

comprehension, written expression, auditory processing, and verbal communication. Learners who lack an adequate range of vocabulary frequently encounter obstacles in deciphering meaning, articulating thoughts, and participating in successful interactions. Within the field of English language instruction, particularly in nations where English is not the primary language, such as Indonesia, vocabulary mastery remains a significant determinant of students' overall language performance. Therefore, teachers must employ effective strategies to facilitate students' vocabulary acquisition from an early stage.<sup>2</sup>

Numerous studies have been conducted to explore the effectiveness of various vocabulary teaching strategies. Research by scholars such as Schmitt and Nation highlights the importance of using varied and student-centered approaches, such as visual aids, context-based instruction, and interactive activities like games or group work. Alqahtani also emphasizes that vocabulary teaching is most successful when it is systematic, meaningful, and supported by multiple exposures to new words. In the Indonesian context, several researchers have attempted to identify which methods are most appropriate for students with different learning needs, and how such strategies can enhance vocabulary retention and usage. These studies have

---

<sup>2</sup> Syafei, M. (2019). Teachers' Strategies in Teaching Vocabulary to Young Learners. *Journal of English Language and Education*, 5(1), 56–63.

generally focused on mainstream educational institutions and urban areas, offering insights into modern teaching techniques and their outcomes.

Despite this growing body of research, the reality in many classrooms indicates that students still struggle with vocabulary learning. This issue becomes more pronounced in certain educational environments, such as Islamic junior high schools, where language instruction is often intertwined with religious and moral education. At SMP IT Al-Husein Tigaraksa, an Islamic-based secondary school, English teachers are expected not only to deliver language content effectively but also to align their instructional methods with the school's Islamic values and character-building principles. As a result, they face unique pedagogical challenges that are not commonly addressed in general studies of vocabulary instruction. Teachers may need to adapt mainstream strategies or develop new ones that resonate with the students' cultural and religious background, without compromising the effectiveness of language learning.<sup>3</sup>

What is lacking in the current literature is a focused exploration of how English teachers in Islamic junior high schools navigate these challenges. Most previous research tends to generalize teaching strategies without paying close attention to the specific institutional context, teacher autonomy,

---

<sup>3</sup> Susanto, A., & Fazluddin, H. (2016). English Vocabulary Acquisition Through Vocabulary Learning Strategy and Socioeducational Factors. *English Review: Journal of English Education*, 4(2), 181–188.

or curriculum constraints in faith-based schools. Consequently, there is a research gap in understanding how teaching strategies are selected, adapted, and implemented in such unique educational settings. This gap calls for a more contextual and in-depth examination of vocabulary teaching practices in schools like SMP IT Al-Husein Tigaraksa.

This study aims to address that gap by investigating the strategies used by English teachers in teaching vocabulary at SMP IT Al-Husein Tigaraksa, and the considerations that inform their pedagogical choices. Unlike existing studies that often examine the effectiveness of techniques in broad or controlled contexts, this research focuses on real classroom practices within a specific religious school environment. By doing so, it offers a novel perspective on vocabulary instruction that blends pedagogical effectiveness with cultural and institutional appropriateness. The findings are expected to contribute to both the theoretical understanding of vocabulary teaching in special contexts and the practical improvement of instructional methods in similar Islamic educational institutions.<sup>4</sup>

Teachers and educational staff must consistently demonstrate proficiency in teaching methods to effectively carry out the planned learning objectives, ensuring alignment with desired results. The challenges that exist highlight a

---

<sup>4</sup>Kasihani K. E Suyanto, *English For Young Learners*, (Jakarta: PT Bumi Aksara, 2010) p. 43.

distinct issue for those involved in the study of vocabulary learning strategies and vocabulary depth. This specific worry has motivated the researcher to explore the possibility of developing this research project.<sup>5</sup>

## B. Focus of The Study

In accordance with the information described in the background of study, there are several problems that arise:

1. What is the teacher strategy in teaching English vocabulary to students.
2. What are student's responds to the strategies used by teachers in learning English vocabulary.
3. How are the challenges in implementing vocabulary teaching strategies.

## C. Formulation of the Problem

This research introduces an innovative perspective through its detailed investigation into the particular methods utilized by English instructors at SMP IT Al-Husein Tigaraksa for vocabulary instruction. While previous research has explored various vocabulary teaching methods in different contexts, this study uniquely focuses on the integration of Islamic educational values within vocabulary instruction at an Islamic junior high school. By analyzing how teachers adapt their

---

<sup>5</sup> Nasution, D. (2022). Teachers' Strategies in Teaching Vocabulary: A Descriptive Study at MTsN. *Jurnal Pendidikan dan Pembelajaran Bahasa Inggris*, 10(1), 45–52.

vocabulary teaching strategies to align with the school's religious and cultural environment, this research provides new insights into effective vocabulary instruction in faith-based educational settings. The findings aim to inform educators and curriculum developers about context-sensitive teaching approaches that resonate with students' cultural and religious backgrounds.

#### D. The Objectives of Study

This research aims to know exploring teachers' strategy in teaching English vocabulary in SMP IT Al-Husein Tigaraksa. In detail, this research has the objective as follows:

1. To identify the teacher strategy in teaching English Vocabulary
2. To know students's respond to the strategies used by teachers in learning English vocabulary?
3. To investigate the challenges faced by teacher how they implement vocabulary teaching strategies.

#### E. Previous Study

Several students carried out the research, employing a range of techniques and approaches to determine the strategies students utilized; their findings, as documented, revealed the recognition of students' attitudes and interests in studying English, intending to enhance the efficiency of the educational experience; some of the relevant researchers

are mentioned in brief in the following section :

1. Romi Drajat, in his 2020 study, explored the strategies employed by teachers. His research, titled "Teachers' Strategies in Teaching Vocabulary during Covid-19 Pandemic in MTsN 8 Tulungagung," highlights that impactful teaching approaches can significantly aid students in acquiring proficiency across all language skills and elements. Furthermore, due to the necessity of remote learning during the Covid-19 pandemic, mandated by governmental physical distancing measures, teachers had to devise effective methods to ensure students could readily grasp the material and continue expanding their vocabulary while learning from home.<sup>6</sup>
2. Dewi Ayu, in her research conducted in 2016, presented a thesis titled "Using Determination strategies in Improving Students' Vocabulary at SMAN I Surabaya," where she drew the conclusion that a beneficial enhancement and expansion of vocabulary proficiency arises, primarily because the strategies within this category are frequently employed to ascertain the meanings of

---

<sup>6</sup> Romi Darjat, D.R. "Teachers' Strategies in Teaching Vocabulary during Covid-19 Pandemic in MTsN 8 Tulungagung, State Islamic institute (IAIN) of Tulungagung. 2020

unfamiliar words, as opposed to retrieving words from memory that are already known."<sup>7</sup>

3. In a study by Chusnul Waro in 2019 titled "The Effectiveness of Vocabulary Self-collection Strategy on Students' Vocabulary Mastery," the central aim was to gather concrete proof regarding how well a vocabulary self-collection strategy worked in improving the vocabulary skills of tenth-grade students at MA Islamiyah Ciputat. The study's target group consisted of all tenth-grade students attending MA Islamiyah Ciputat. These students were divided into two groups, one acting as the experimental group and the other as the control group. A quantitative approach was employed, utilizing a quasi-experimental design. The main tool for data collection was a vocabulary test, with interviews serving as additional data to understand the students' opinions on the vocabulary self-collection strategy.<sup>8</sup> Based on what other researchers have discovered, earlier investigations offer a methodical overview of past work examining how students learn vocabulary by utilizing techniques in English, connecting to prior studies. In the collection of three relevant

---

<sup>7</sup> Ayu Dewi, "Using Determination strategies in Improving Students' Vocabulary Skill at SMAN 1 Surabaya" Surabaya, graduated from Ciputa University of Surabaya, (2016).

<sup>8</sup> Chusnul Waro, "The Effectiveness of Vocabulary Selfcollection Strategy on Students' Vocabulary Mastery, Department Of English Education Faculty Of Educational Sciences SyarifHidayatullah State Islamic University Jakarta. 2019

investigations carried out before. Conversely, there are distinctions between what was discovered in this study and the conclusions reached in some research done in the past.

Romi distinguished exploration involved undertaking an earlier investigation. The outcomes indicated that there was no notable development in student numbers, as vocabulary lessons induced weariness due to rote memorization. Correspondingly, the discoveries of Yoas Dew Ayu corroborate this study's conclusions, suggesting enhancement and growth in vocabulary capabilities. This is because this method, categorized within this grouping, is generally employed to ascertain the definitions of unfamiliar terms instead of remembering previously acquired vocabulary. Prior investigations have also produced outcomes akin to those of the current study concerning tactics for acquiring vocabulary. As an illustration, Chusnul Waro determined, through the results of his study, that "Students should actively practice vocabulary and enhance their memorization speed." Furthermore, earlier investigations have revealed that certain students possess specific approaches to vocabulary acquisition and comprehend the importance of mastering the most commonly utilized vocabulary learning strategies within their home environment.

#### F. Significance of Study

There are some significances of this research that are shown below:

1. The result of this research will hopefully be useful for English

teachers as a reference to develop and apply effective vocabulary teaching strategies, especially in the context of Islamic junior high schools.

2. The findings of this research are expected to benefit future researchers and education practitioners by providing insights into how vocabulary instruction can be integrated with religious and cultural values in the teaching process.

#### G. Writing Organization

This study is divided into five chapters, which contains several points that describe the chapter.

Chapter I Introduction, it is including of Background of The Study, Identification of The Problem, Scope and Limitation of Problem, Formulation of Problem, Objective of Study, Significance of Study and Writing Organization.

Chapter II Theoretical Framework, it is including,

Chapter III Research Methodology,

Chapter IV Research Finding and Discussion.

Chapter V Conclusion and Suggestion.