

CHAPTER I

INTRODUCTION

In this chapter, the writer explains about the reason and the background conduct the research. In the background of the research the writer included the research question, research purpose, research significance, limitations of the research, and the terminology. The writer explained from the general into specific discussion which relate to the research.

A. Research Background

English is a very important language because English is an international language as now days from year to year English is increasingly being used, therefore it is important for us to learn it. As an international language, we can master it. We cannot avoid English in our lives because when we do our daily activities many things use English. In this era, English is familiar in our lives. We can see that when tourists from abroad come to Indonesia, we have to be able to interact with these tourists and not only that, what is often seen is that many people use English in real life.

There are four basic skills that must be mastered in learning English, as follows, writing, speaking, listening and reading. When learning a language cannot be separated from teaching vocabulary, because vocabulary is the key to be able to speak English vocabulary is a very important aspect of a language. Students will have difficulty or fail in mastering a foreign language if they do not understand vocabulary. students must know the

vocabulary and the meaning of these words. So that it can make it easier for students to learn it.

Vocabulary is an important attitude in communicating with others. A large numbers vocabulary can make students able to communicate well with other people, and, while students who have lack of vocabulary mastery will have difficulty or confusion in speaking foreign languages and even these students are not actively speaking.

Vocabulary mastery affects students' ability in communicate and make sentences. The quality of the students' language depends on the quantity of how much vocabulary the students master and the quality of the students' vocabulary in speaking ability. Vocabulary teaching accommodates researcher to plan the learning process based on skills which is difficult if only asking students to look up unfamiliar words and asking them to find them in the dictionary. In fact, many students have difficulty in using words in making sentences without practicing. In this case we often encounter learning like this happening in schools. Another problem that we often encounter is the use of traditional media in teaching vocabulary, which can make students bored and not interested in participating in the learning process. In addition, the use of can also make students feel bored and confused.

Based on the pre-observation of English learning held at seventh grade SMP Nusantara Indah Sintang on Monday, 6 February 2023, most of the students were very interested in learning English. However,

students often feel bored when learning English. This is because students only listen, write, and repeat what the teacher says. The activities carried out are the teacher and students conducting questions and answers about the material to be delivered. Students explore their knowledge then the teacher writes the English vocabulary mentioned by the students on the blackboard. The teacher adds vocabulary and mentions the translation in Indonesian, then the students repeat the vocabulary spoken by the teacher. The teacher gives examples of simple sentences to be memorized by students in speaking activities. In delivering learning material, teachers rarely use variations in learning such as games, singing, using videos and others.

One of the problems faced when teaching English in this class is teaching vocabulary. Students often do not know vocabulary, causing lack of vocabulary in learning. This is because students have limited vocabulary and students do not have the opportunity to apply vocabulary mastery in English at school or at home. This lack of opportunities makes students experience difficulties in learning languages using English. With these problems, the planned English learning objectives will not be achieved. Students will find it difficult to compete internationally because students do not speak English. Students also think that English is a difficult subject because in the learning process students tend to get bored quickly. This affects students' interest in learning English at a

higher level. Learning that is done is not attractive to students so that students cannot receive learning material optimally.

The problems that exist in the pre-observation, of course there must be a solution to resolve the problem. Teachers need an innovation in the learning approach so that learning activities that use interesting methods. Based on these pre-observations, to create a harmonious and effective learning in learning English in junior high schools, researcher were interested in using the ESA method (Engage, Study, Activate) in teaching English in junior high schools. The ESA method is like to a computer system where everything is interconnected. By using this method, students will be able to develop and use their language knowledge because this method requires students to master vocabulary and the teacher only acts as an activator.

For this reason, the researcher intends to conduct research on "the use of the ESA Method (Engage, Study, Activate) in developing students' vocabulary mastery in learning English in junior high school". With this research, the researcher hopes to find out how much the development of the ESA (Engage, Study, Activate) method is towards learning English, especially in the mastery of English vocabulary for junior high school students so that it can then be used as an illustration or reference for improving English learning in the future come. Based on the problems above, the researcher the use of the Engage, Study, Activate (ESA) in

teaching vocabulary mastery to seventh grade students at SMP Nusantara Indah Sintang.

B. Research Questions

The questions of the general problem raise in this research is "How does the ESA (Engaged, Study, Activate) method affect students' vocabulary mastery in English learning?". Discussion of the question of the problem as follows:

Based on the description of the problem identification above, the question of the problems raise in this research are:

1. How is the students' vocabulary mastery can be improved by using the ESA (Engaged, Study, Activate) method at the seventh grade of SMP Nusantara Indah Sintang?
2. How the motivation in studying vocabulary can be improved by using the ESA (Engaged, Study, Activate) method in seventh grade students at SMP Nusantara Indah Sintang?

C. Research Purposes

The purposes of this research are:

1. Improve the students' vocabulary mastery by using the ESA method (Engaged, Study, Activate) in seventh grade students at SMP Nusantara Indah Sintang
2. Knowing the motivation in studying vocabulary can improving by using the ESA (Engaged, Study, Activate) method in seventh grade students at SMP Nusantara Indah Sintang?

D. Research Significance

The research significance of this research are:

1. Teacher

The result of the research can help teachers how to create a new environment in the learning process and researcher also hope that this technique can make teachers have resources to teach vocabulary in class and guide their students to demonstrate their real abilities in the English learning process, especially in mastering vocabulary.

2. Students

The result of the research can help students learn vocabulary properly and well and also to ensure students can understand how they can improve their vocabulary mastery. It is hoped that with this research students can master vocabulary properly and correctly and support language learning, their English.

3. The other Researcher

For researcher, researcher hope this research can benefit or help them as a reference for research on vocabulary mastery in the learning process.

E. Limitation of the Research

The limitation of a research is used to avoid any deviation or widening of the main research points so that the research is more focused and facilitates the discussion so that the research objectives will achieve. The limitation in this research is only on how is the use of ESA(Engaged,

Study, Activate) in teaching vocabulary mastery at seventh grade students of SMP Nusantara Indah Sintang.

F. Terminology

1. ESA stands for engage, study, and activate. By using ESA, it gives teacher's the flexibility to conduct a classroom in an organized and productive way. ESA is extremely important when it comes to teaching, because it keeps the students interested, motivated, and eager to learn more. That is why all teachers, especially new ones, should learn the ESA method when teaching students a new language.

2. Vocabulary Mastery

Vocabulary mastery is how the teachers teach a list of a word with their meanings, especially in a book for learning a foreign language to the students. By having and mastering it, we will know the meaning of vocabulary in the context. It can also help to avoid making the mistakes in identifying a language with dictionary and guide us in making the equivalence of the second language to native language. In relation to the importance of vocabulary second on foreign language learners need various strategies to improve their vocabulary in establishing the meaning of new words when they encounter them. In this research the researcher will improve stationery and how it is used.