CHAPTER I
INTRODUCTION

1.1. Background of Study

Language is required to facilitate communication between those who speak another language. The transfer of a message from one person to another is referred to as communication, the transmission of information or between individuals through various channels. Language is required for human communication.

In addition, language is a communication system in which humans employ arbitrary signals such as written symbols, gestures, or voice sounds to communicate (Daulay, 2011). A different language is used in one location than in another.

In Islam, humans are guided to learn to speak appropriately without dishonesty or misrepresentation. Allah says in verse Al-Ahzab:70

يَٰٓأَيُّهَا الَّذِيْنَ اٰمَنُوا اتَّقُوا اللّٰهَ وَقُوْلُوْا قَوْلًا سَدِيْدًاۙ (٧٠)

The meaning: *"Those who have believed, fear Allah and utter acceptable words of justice."* (QS. Al-Ahzab:70)

From the above verse, people who believe in Allah and Rasulullah fear Allah in all their affairs and always attempt to tell the truth. Allah will undoubtedly correct and accept their acts and pardon their sins, as stated in the above verse. And whoever consistently obeys Allah and His Messenger will achieve enormous success. The researcher finds that careful word choice can help people communicate effectively.

English has become a second language in this millennial era. The need to speak English is felt by some groups such as learners and workers to support their activities. Everyone's goal of learning English is different depending on their role. The demands of the work they do force someone to want to learn English. Some

people learn English of their own accord. They are interested in English so they are happy to learn the language without any demands.

In Islam, humans are guided to learn to foreign language. Rasulullah says in hadith:

عن عُبَيْدٍ قَالَ قَالَ زَيْدُ بْنُ ثَابِتٍ قَالَ لِي رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ تُحْسِنُ السُّرْيَانِيَّةَ

إِنَّهَا تَأْتِينِي كُتُبٌ قَالَ قُلْتُ لَا قَالَ فَتَعَلَّمْهَا فَتَعَلَّمْتُهَا فِي سَبْعَةَ عَشَرَ يَوْمًا (رواه احمد)

Meaning: "Has narrated to us Jarir from Al A'masy from Thabit bin Ubaid said, Zaid bin Thabit said, "The Messenger of Allah sallallaahu 'alaihi wasallam asked me: 'Can you speak Suryani?' I replied, 'No.' He said: 'Learn!' So I learned it in just seventeen days." (HR. Ahmad No. 20605).

It should be noted that using a foreign language for the purposes of learning in education, if deemed necessary, includes following the instructions of the Prophet SAW and indeed that is one of the teaching methods of the Prophet s.a.w. in learning. Then, it should also be added that nowadays knowledge of foreign (Western) languages is the key to exploring the natural sciences, and it has become a necessity for us to interact with foreign nations and European nations. This is for the progress of the Ummah (Islam) itself. In addition, foreign languages have also become the key to getting to know each other (between nations), and it is a must so that humans (Muslims) feel safe in obtaining their rights when they interact with foreign nations.

Furthermore, the purpose of learning English in schools is to develop language skills both orally and in writing. The English linguistic abilities in question are listening, speaking, reading, and writing skills. The four abilities are a unity that cannot be separated from each other, but can be distinguished. Skills filled with other skills. Success in learning English in the ability to convey ideas both orally and in writing. This means that learners who learn English are essentially learning to use them in oral and written communication actively and effectively (Basri, 2014).

There are two basic components in learning English, namely vocabulary and grammatical structure. Vocabulary is very important because learning vocabulary is the main capital for learning sentence structure and other skills in language. Mastering a lot of vocabulary will make it easier for someone to master skills in English.

Furthermore, Avril (2006:1) claims that vocabulary is an important aspect of language. If learners learn vocabulary, they will be able to communicate effectively in various situations. By mastering vocabulary, learners will find it easier to compose sentences, understand writing, express themselves well, and understand the language itself. Therefore, learners will have significant problems if they lack vocabulary mastery, thus they must enhance their vocabulary knowledge by memorizing it correctly (Hanifia, 2013:2).

What the benefits are in terms of pronunciation and fluency, in addition to vocabulary learning, given these aspects have not yet been adequately researched in Indonesian contexts. Another intriguing possibility would be to explore the embedding and integration of Indonesian cultural components connected to the daily lives of Indonesian secondary school learners, in order to better situate learning English as a foreign language in the Indonesian educational framework (Bashori et al., 2021).

In Indonesia, English instruction begins in primary school and continues through all levels. The goal was to introduce English to learners at a young age. As a result, learners could begin learning English at a young age in order to increase their ability to communicate in English on a regular basis, whether orally or in writing. It was also to emphasize the importance of English is important for their future in the worldwide network. The primary purpose for English teaching in schools is to increase learners' capability to communicate in other languages in order to compete in the global market and/or to improve the quality of Indonesian human resources. Learners in junior high school will be taught a variety of vocabulary.

Nevertheless, in this situation, most of the learners do not have a strong command of the vocabulary. They still had a lot of trouble remembering the

vocabulary. In reality, they could only grasp simple sentences. They also found it challenging to learn English because they never knew what they were reading or listening. One of the vocabulary studied by learners, particularly grade VIII MTsN 1 Deli Serdang learners, is about daily activities. When learning everyday activities' vocabulary, one must also be able to master a vast vocabulary. As a result, when studying the English language, learners must master vocabulary.

This issue frequently arises during the learning process, particularly in English class. According to (Thornbury, 2002), no grammar, very little to communicate with, and without vocabulary, nothing to say. As a result, it is evident that vocabulary is essential for language development, and learners, particularly in English classroom, should recognize the vocabulary.

Currently, learners' vocabulary mastery was still weak, particularly among eighth-grade learners at MTsN 1 Deli Serdang, who were studied by the researcher. If learners did not grasp vocabulary well, their understanding of daily activity vocabulary would suffer. MTsN 1 Deli Serdang is located in Tanjung Morawa's Desa Medan Senembah.

Language curriculum development, according to Richards (2001), is a subset of a broader field of educational activity known as curriculum development or curriculum studies. Curriculum development is concerned with establishing what knowledge, skills, and values kids should learn in school, what experiences should be provided to achieve desired learning outcomes, and how teaching and learning in schools or educational systems should be planned, measured, and evaluated.

Founded on the problem's context, the searcher is interested in the learners' vocabulary knowledge and would want to do research under the title: "An Analysis of the Students' Difficulties on Vocabulary Mastery About Daily Activity".

1.2. Identification of Problems

Among the issues encountered by learners were the following:

1.2.1. The learners' command of the vocabulary is weak.

1.2.2. The learners were still having difficulty recalling the vocabulary.

1.2.3. The learners feel difficult to understand the whole English text.

1.2.4. The learners never knew what they were reading or listening to.

1.3. Limitation of Problem

Based on the problem identification above, there are several focuses on English vocabulary mastery, such as the students' difficulties in mastering vocabulary about daily activity, the supporting factors on students' vocabulary mastery about daily activity, and the solution to solve their difficulties in mastering vocabulary about daily activity. In this situation, the researcher just restricts the students' vocabulary mastery about daily activity.

1.4. The Formulation of Study

Established on those mentioned above, the researcher developed study questions as following:

1) What are the students' difficulties in mastering vocabulary about daily activity?

2) What are the supporting factors on students' vocabulary mastery about daily activity?

3) How do the students solve their difficulties in mastering vocabulary about daily activity?

1.5. The Objectives of Study

Established on the formulation of study above, the purpose of study as following:

1) To find out the students' difficulties in mastering vocabulary about daily activity.

2) To find out the supporting factors on students' vocabulary mastery about daily activity.

3) To find out the students solution their difficulties in mastering vocabulary about daily activity.

1.6. Significances of Study

The research has two implications, they are theoretically and practically:

1.6.1. Theoretically

The findings of this study are useful for refining and strengthening vocabulary mastery theory in order to make the learners can understand the English lesson easily, especially in vocabulary.

1.6.2. Practically

a. For Teachers

The result of this study is expected to be useful input for English teachers to get the alternative solution in teaching vocabulary after knowing it the English teachers will think what they should to do in the English learning to make their learners more master about the vocabulary without difficulties.

b. For Learners

The result of this study will help learners be more motivated in English learning, and give an opportunity for learners to get active in English learning and solve their problems notably in terms of vocabulary mastery.

c. For Future Researcher

This research is expected as guidelines or references to do further research to conduct the vocabulary mastery with other kinds of research in different contexts.