CHAPTER I

INTRODUCTION

This chapter discusses the research background, research problems, research objectives, operational definitions, research benefits, research assumptions, and research scope.

1.1 Background of the Research

Basic vocabulary mastery includes fundamental words and phrases that learners come across and are acquainted with before formally studying. This vocabulary typically consists of common terms that relate to students' everyday life and experiences, which they pick up through exposure to spoken language, media, and social interactions.

A strong vocabulary foundation reduces cognitive strain, allowing students to focus on grasping new concepts and grammatical structures instead of struggling with unfamiliar terms. Furthermore, this vocabulary acts as a cornerstone for learning more advanced language, helping students to broaden their language skills more efficiently. By acknowledging the varied backgrounds of students, educators can customize vocabulary teaching to include terms that are culturally relevant and contextually suitable, thereby enhancing engagement and motivation in the language acquisition process.

Ultimately, background vocabulary plays an important role in enhancing comprehension and facilitating the integration of new vocabulary into daily use of the target language (Schmitt et al.,, 2000). Vocabulary mastery is a crucial aspect

of learning English and significantly impacts students' reading and comprehension skills. In the context of language learning, vocabulary serves not only as a collection of words to be memorized but also as a foundation that supports communication abilities and text comprehension. When students possess a rich vocabulary, they are better able to express their thoughts clearly and engage in meaningful conversations.

Vocabulary knowledge enables students to make inferences and understand nuances within texts. When students know the meanings of words, they can infer the meanings of unfamiliar words based on context. This skill is crucial for reading comprehension, as it allows students to navigate complex texts and derive meaning from them.

The relationship between vocabulary mastery and academic success is also evident. Students who excel in vocabulary are often better equipped to tackle reading assignments, understand instructions, and engage with academic content. The previous study mainly discusses vocabulary in general or its influence on reading and writing, while this study focuses only on two particular word classes, namely nouns and adverbs, which are very important in sentence structure but rarely covered separately.

Based on these findings, educators need to integrate vocabulary instruction with reading activities. Diverse teaching strategies, such as using visual aids, engaging in discussions, and incorporating technology, can be employed to enhance vocabulary mastery Additionally, regular assessment of vocabulary knowledge can help educators identify areas where students may need additional support (Bombo et al.,., 2022 p 5).

Adverbs and nouns are the two most important types of words in determining the meaning of sentences. The primary component of a sentence that serves as a subject, object, or complement is called a noun. When a noun is absent, a statement may have an ambiguous or insufficient meaning.

ELF learning as a means of daily communications,english is studied as a foreign language, not as a second language, because its use is limited to certain situations, for example students who study English First Learning for communication both oral and media, and also aims to facilitate their communication between countries, continuing education abroad, working in companies abroad.

ELF (English as a Foreign Language) a term used to refer to the process of learning English by students living in a country where English is not their primary or everyday language, these students learn English in a different environment from their native English-speaking country, usually in a school or educational institution, for the purposes of international, academic, or professional communication (Crystal et al.,., 2005 P.8).

In this research, many students, especially at the secondary school level, have difficulty in memorizing and using new vocabulary because students are still unfamiliar with the latest vocabulary, and also are still confused about how to use the vocabulary, this study aims to measure students' mastery of nouns and adverbs based on the tenth grade teaching module at SMK Muhammadiyah. Thisstudy is entitled "An Analysis of the English as a Foreign Language (EFL) Students' Vocabulary Mastery at SMK Muhammadiyah Jember."

1.2 Research problem

Based on the research background above, it can be deduced that the research problem are as follows: What level is the students' vocabulary mastery of nouns and adverbs?

1.3 Research Objective

The purpose of this research is to describe tenth-grade students' vocabulary mastery of nouns and adverbs.

1.4 Operational Definition

Vocabulary mastery in this research refers to understanding, recognizing, and using approved noun, and adverb, this includes identifying their meanings, distinguishing their functions within sentences, and applying them accurately in both written and spoken communication.

1.5 Significance of the research

Theoretical Significance:

This research contributes to the field of English language education by providing insight into students' mastery of specific word classes nouns and adverbs which are essential components of sentence structure and language comprehension. It supports existing theories related to vocabulary mastery and the role of part-of-speech mastery in reading comprehension and communication skills.

1.6 Scope of the research

   This study was taken from tenth grade students of SMK Muhammadiyah Jember in the academic year 2024/2025, for approximately one month. The scope of this research is an analysis on the student's noun and adverb vocabulary mastery.