CHAPTER 1
INTRODUCTION

This chapter presents a brief description of the study that is conducted by the researcher. In this chapter, there are six subtitles. They are (1) Background of Study, (2) Research Questions, (3) Objectives of Study, (4) and Significant of Study.

1.1 Background of the Study

Vocabulary is an essential part of learning a foreign language. To communicate, interact, impart ideas, and provide information to listeners, a language must have a significant vocabulary. Anyone can understand speaking, reading, listening, and writing if they have a large vocabulary. Students with strong English vocabulary skills will have an easier time completing school assignments and will be able to master English more efficiently. The more vocabulary you have, the more vocabulary you will master as a means of improving your English skills. Nothing will be communicated without the capacity to master vocabulary. When new students learn grammar without learning vocabulary, they will be unable to articulate their learning ideas, and thoughts. English has a specific role in language instruction in schools when it comes to teaching foreign languages.

This is the foundation of the English language, which is taught from elementary school through college. English is a compulsory topic of informal education, and English content is offered according to the needs and pedagogical nature of the student's level of education during the learning process. Vocabulary acquisition is one of the English learning materials. One of the most significant components of studying a foreign language is vocabulary, which serves as a foundation for pupils to master English subjects. Vocabulary mastery has an impact. Vocabulary mastery has an impact on students' thinking and inventiveness during the learning process. As a result, vocabulary mastery can define a student's language quality; the more vocabulary they have, the better their language skills will be.

The goal of language skills is for a person to be able to communicate with others. The value of studying vocabulary in terms of enhancing and developing pupils' language and communication skills. Vocabulary is a must-have talent for mastering the four language abilities listening, speaking, reading, and writing Okta (2019). The capacity to master vocabulary can aid students in mastering the four language abilities that are expected to develop and become beneficial to pupils in the future.

Vocabulary mastery is important for students learning English as a second language, which is why students studying English or other foreign languages must have a large vocabulary. Vocabulary mastery can help students converse more effectively with strangers. can write in English and translate its meaning They will be unable to speak, write, or translate any English if they don't understand the meaning of these words Wardani (2015).

As a result, it is becoming increasingly important to take vocabulary development more seriously and in a more directed manner. Based on an interview with an English teacher in class VIII B, it was discovered that children's vocabulary mastery was still somewhat limited. This is because, in actuality, students still have a hard time learning English When studying the four language skills, this challenge is evident. Listening, speaking, reading, and writing are is four skills.

This condition is produced by several variables that make the learning process less than ideal, resulting in a low degree of vocabulary mastery among pupils, The low mastery of students' vocabulary was seen when the researcher conducted a pre-action test on March 12 many students have low vocabulary. In schools, the instructor is still at the center of the learning process. Basically, the instructor offers lessons based on learning media, and one of the most common learning resources used by teachers is student worksheets (LKS). Teachers have not optimized fun, interesting, and varied learning resources. As a result, student activity and motivation for learning remain low, allowing students to fall asleep in class during the learning process. The teacher has made an effort to explain the topic well. has a hard time learning English When

studying the four language skills, this challenge is evident. Listening, speaking, reading, and writing are the foursquare.

The teacher has attempted to transmit the content effectively, speaking clearly and loudly, looking at all students, and reprimanding students who do not pay attention. The teacher's efforts to motivate students to take learning seriously were in vain.

The teacher only conveys the subject matter by showing the picture, then telling what is in the picture, and finally, the student imitates his speech. This causes students to become bored and pay less attention while learning, resulting in a low level of vocabulary acquisition. Students become lazy learners as a result of less appealing learning tools. In truth, numerous sources from the environment can still be used as a source of student learning without people understanding it. "The environment as a learning resource is a method that can improve student motivation and participation in learning," according to research by Waluyati (2020). Learning resources play a critical role in supporting effective and efficient teaching and learning.

It is vital to have the appropriate learning resources based on the issues encountered. So that students' motivation to learn becomes more active, and their talents, particularly in understanding vocabulary, improve. Researchers are interested in leveraging the environment around the school as a source of student learning, given the availability of these learning resources. Because the learning was not monotonous, the surrounding environment was chosen chose, and students were more conscious of the objects in the environment. The teacher must decide on a theme early on in the learning process so that the vocabulary is more concentrated and relevant to the lesson. Students can examine and recall language by looking directly at the object, which is simpler to remember than utilizing student workbooks (LKS). Many factors in the surroundings can jog pupils' memories when it comes to learning English vocabulary. With a more open environment that isn't tethered to the book's words or sentences.

In their paper "Utilizing the School Environment as a Learning Resource in Thematic Learning at Bhayangkara State Elementary School Yogyakarta," Fepri Susanti and Siti Anafiah (2019) state as much. This indicates that the area

surrounding the school contains a plethora of learning resources that can be used in the classroom. Because they are exposed to fresh natural circumstances and may recognize materials directly led by the teacher, the environment around the school can make pupils active and passionate in the learning process. The teacher was successful in making students understand the learning material by teaching them how to use the environment as a learning resource. There are variances between this study and the previous study. The previous study has focused on the school environment as a learning resource in elementary schools for any learning material. While the focus of this study is on using the surroundings surrounding the school as a learning resource to help MTs students increase their English vocabulary.

Based on the explanation of the problems above, it encourages researchers to conduct research with the title "Improving Students' Vocabulary Skills Through the Environment Around the School as a Learning Resource for Class VIII B Students at the Integrated Mts Manba'ul Ulum Klepek". With the environment as a learning resource, it is hoped that it can improve and develop the vocabulary mastery of class VIII B students at the Integrated Mts Manba'ul Ulum Klepek.

1.2 Research Questions

Based on the background described above, it can be concluded that the formulation of the problem in this research is:

1. How to implement the school environment as a learning resource to improve vocabulary mastery in class VIII B MTs Terpadu of Manba'ul Ulum Klepek?
2. How do the results of using the environment around the school as a learning resource help students improve their English vocabulary?

1.3 Objectives of Study

According to the research questions above, the objectives of the study are:

1. To find out how the implementation of Teaching English uses the surrounding environment as a source of student learning.

2. To find out the student's score after using the environment around the school as a learning resource can improve the English vocabulary mastery in class VIII B MTs Terpadu of Manba'ul Ulum Klepek.

1.4 Significant of Study

1. Significant For Teachers
   a. Increase teacher creativity in developing various learning models, especially with the use environment around the school as a learning resource.
   b. Able teacher creates an effective and creative learning process for students.
   c. Provides an overview of the various kinds of learning resources that exist in the school environment that can be used for learning vocabulary mastery skills.
   d. For teacher learning materials in creating innovative, interesting, and fun learning techniques for students.
   e. To improve the quality of education for teachers in the end education will be created.
   f. Able teacher creates Things new in every learning process at MTs Terpadu of Manba'ul Ulum Klepek Sukosewu Bojonegoro.

2. Significant For Students
   a. Students could increase mastery of appropriate vocabulary with those who have determined.
   b. Students are expected to have motivation tall in learning English vocabulary.
   c. Students can learn English with innovative, interesting, and fun resources that suit their developmental needs.
   d. To provide references for learning English for students.
   e. To make students enjoy and not get bored with the material.
   f. To improve the quality of students learning English.
   g. Students are expected capable communicate with good so adds an outlook in speak English.

    h. Make students practice English for communication and make use of the language of class VIII B MTs Manba'ul Ulum Klepek students.

3. Significant For School

    a. This research is expected to later become information for schools/institutions to improve and develop various learning resources in the surrounding environment. So that the implementation of the teaching and learning process is more effective and efficient.

    b. This research is very useful for schools/institutions to enrich new knowledge.

    c. This research can be one of the considerations in conducting learning according to the developmental needs of students.

    d. This research can be used as information, consideration for policymaking, and input related to learning vocabulary mastery.

    e. The school is capable increase achievement specifically in learning English at MTs Terpadu of Manba'ul Ulum Klepek Sukosewu Bojonegoro.

4. Significant For Researcher

    a. This research combines the knowledge acquired during lectures with real-world facts so that the knowledge acquired can be used and beneficial to others.

    b. This research can expand knowledge and the author's way of thinking so that it can increase and increase motivation in seeking knowledge without stopping.

    c. This research can stimulate writers to seek and examine knowledge that is not yet known, as well as a requirement for obtaining a bachelor's degree in Education at the Nahdlatul Ulama University of Sunan Giri Bojonegoro.