

CHAPTER I

INTRODUCTION

1.1 BACKGROUND

The acquisition of vocabulary is inseparable from the process of learning a language as it provides crucial support to speakers in effectively expressing their opinions, ideas, and emotions during communication. As stated by Clouston (2013), vocabulary encompasses the words of a language, comprising individual terms as well as phrases or combinations of words that convey specific meanings, similar to vszhow individual words do. However, some students encounter difficulties in expressing their thoughts in writing due to a lack of vocabulary. Hasan (2022) emphasizes that the development of vocabulary is one of the most significant aspects of learning a foreign language. In agreement, Richards (2001:4) asserts that vocabulary is an essential component of language and an area that applied linguistics focused on from its early stages.

A strong command of vocabulary plays a crucial role in enabling learners to express their ideas with precision. By possessing a broad range of words, learners can better comprehend written materials, understand others' thoughts, provide meaningful responses, speak fluently, and write on various topics. Conversely, if learners fail to grasp the meaning of words used by those addressing them, they will be unable to actively engage in conversations, express their ideas effectively, and even seek information. This viewpoint is reinforced by the findings of Ningsi and Tambusai (2023), which highlight that the difficulty in mastering vocabulary stems from insufficient practice in vocabulary usage and a lack of communication practice in English.

The acquisition of English vocabulary necessitates the utilization of appropriate learning resources as a valuable source of knowledge. Instructional media serves as a supportive

tool during the teaching and learning process, encompassing educational devices and resources. Learning media can be defined as a means of communication employed in the educational context, playing a crucial role in effectively delivering learning messages. Consequently, the integration of media in the teaching and learning process aids educators in conveying materials to students. The need for learning media arises from various factors, including assisting teachers in explaining subject matter to students and stimulating their minds, emotions, and talents. This approach ensures that students find the learning experience more engaging, enjoyable, and comprehensible.

The characteristics of English learning media usage differ between students at Artha Christian University, reflecting the disparities between higher education and senior high school levels. Students at this institution are expected to possess proficient English skills to excel academically and professionally, making the effective use of English learning media vital for their learning process both on campus and at home. This study focuses on students in the 9th semester of the English Education Program, in particular the B and C classes, because they often have difficulties in mastering the English language skills that are required for the assignments. For example, when giving presentations in the seminar on ELT course, they have difficulty speaking due to poor vocabulary and repeating spoken words.

Consequently, the researcher aims to investigate the English learning media used by 9th-semester English students in light of these developments. The study titled "Analysis of English Vocabulary Learning Media by 9th Semester Students in the English Education Study Program at Artha Wacana Christian University" aims to investigate: (1) the English vocabulary learning media utilized by 9h semester students in the English study program at Artha Christian

University in B and C classes and (2) the students' perceptions of the English learning media they use.

1.2 RESEARCH PROBLEMS

1. What English vocabulary learning media are used by 9th semester students in the English Education Study Program at Artha Wacana Christian University?
2. What are the perceptions of English students towards English learning media?

1.3 AIMS OF THE STUDY

The aims of this study are:

1. To determine the types of English vocabulary learning media used by 9th semester students in the English Education Study Program at Artha Wacana Christian University.
2. To assess the perceptions of English students regarding the chosen English learning media.

1.4 SIGNIFICANCE OF STUDY

1.4.1 Implication

This research study draws implications from the book "Pembelajaran Teknologi dan Informasi dan Komunikasi" authored by Rusman, Deni Kurniawan & Cepi Riyana (2021), and the book "Media pembelajaran Bahasa Inggris" authored by Fathur Rohim (2012).

1.4.2 Application

The applications of this study are as follows:

1. For young English learners, this research is expected to be valuable in enhancing their English skills through practical usage of various English learning media.
2. Readers will gain additional information and insights from this research regarding the contribution and benefits of English learning media.

3. For the researcher, this study can provide advantages and valuable experience during the knowledge-seeking process.