CHAPTER 1

INTRODUCTION

This chapter contains the background, research questions, objectives, significance, research methodology, and definitions of key terms.

1.1 Background

Teaching is a combination of two activities, namely teaching activities and learning activities. Teaching activities involve the role of a teacher in the context of trying to create harmonious communication links between teaching itself and learning. This harmonious communication network is an indicator that an activity or teaching process is going well, when educators are able to change students' selves in a broad sense and are able to develop students' awareness of learning, so that the experience students gain while they are involved in the process This teaching can have direct benefits for personal development.

According to Ahmad Rohani (2004:1) teaching is a teaching-learning activity (process). The main duties and responsibilities of teachers/instructors are to manage teaching more effectively, dynamically, efficiently and positively, which is marked by the existence of awareness and active connection between two teaching subjects, namely the teacher as the initial initiator and director and guide, while the students as who experience and are actively involved in obtaining personal change in teaching.

English has a role in various disciplines and shows human thinking power, where learning English requires students to be able to communicate well both

orally and in writing, for this reason teachers must try to give a meaningful and pleasant impression. In teaching English there are four skills which is often used to teach skills first speaking, second reading, third writing and finally listening. In Oradee's research stated (2012) "the four language skills (listening, speaking, reading, and writing)". Four language skills (listening, speaking, reading and writing). These four skills are basically an inseparable unit. Apart from these four skills, there are other elements that are also used when teaching English, namely grammar, vocabulary and pronunciation.

Fajriyah (Inayatul, 2013) explained that vocabulary is one of the components of English which has an important role in understanding reading and expressing all ideas in written or spoken form. In general, vocabulary consists of two types, namely Active vocabulary and Passive vocabulary. According to (Nurgiyantoro, 2014: 340) Passive vocabulary is vocabulary for receptive mastery, vocabulary which is only to be understood and not to be used. Active vocabulary is vocabulary for productive mastery, vocabulary which is used to produce language in communication activities. Vocabulary has an important role in communication. Communication becomes disrupted if someone's vocabulary mastery is low. Thus, in communicating, good and correct understanding and knowledge of vocabulary is required, so that the goals of communication can be achieved.

Keraf (2004: 21-24), those who master a lot of vocabulary, or in other words, those whose vocabulary is broad, can communicate easily and fluently with other people. Teaching vocabulary plays a very important role in learning

English. Vocabulary teaching is directed at developing language skills which include listening, speaking, reading and writing so that graduates are able to communicate and discourse in English well.The more words you know, the greater your ability to understand what you hear and read and the greater your ability to say what you want to say or write. In terms of learning English, vocabulary is a means of introducing basic vocabulary in using the language. Meanwhile, grammar is responsible for understanding the systematics and basic rules for using vocabulary. Through grammar, we will know how to speak correctly and structured so that it is easy to understand.The methods that are often used in teacing English are:Grammar Translation Method (GTM),Silent Way,Audio Lingual Method,Total Physical Response (TPR),Lexical Curriculum (Lexical Syllabus), Bilingual Method, Suggestopedia,Project Based Approach and Situational Approach.

In learning English, the method teachers usually use to teach is digital. In the Digital Based Learning Media book written by Hendra, et al (2023), media is defined as an intermediary or medium, which reflects the tools (means) for conveying the teaching process, both digitally and non-digitally. This media is then used to support the implementation of learning activities. Learning itself is a process to achieve mental and physical changes as a result of interaction with the environment. The learning and teaching process is then common in the world of education, both at school and college levels. In this process, an educator needs media to support his teaching activities. Musnaini, Suherman, Wijoyo, & Indrawan revealed that digital isa complex and flexible method that

makes it something fundamental in human life. Digital systems are a development of analog systems. A digital system uses a sequence of numbers to represent information.

One of the main advantages of technology in English language learning is its ability to create deep and engaging learning experiences. Through online platforms, students can access a variety of resources, such as interactive training programs, multimedia learning materials, and advanced technology-based applications designed specifically for English language learning. In this way, students can learn in a way that is more interesting, involved, and suits their respective learning styles. In addition, technology also allows for better collaboration and communication between students. Through online communication tools, students can interact with their classmates, discuss English topics, share opinions, and even participate in collaborative projects. This not only improves students' speaking and listening skills in English, but also builds confidence and collaboration skills that are important in the real world.

Technology also expands the accessibility of English language learning. With the online learning platform, students from various geographical and economic backgrounds can access English learning materials flexibly and affordably. This helps overcome physical and financial barriers to obtaining a quality education, thereby expanding opportunities for everyone to develop English language skills. In addition, technology also allows for more accurate tracking and assessment of student progress in learning English. By using adaptive learning software and data analysis tools, teachers can monitor individual

student progress, identify areas of weakness, and provide more personalized feedback. This allows learning to be tailored to each student's needs, thereby increasing the efficiency and effectiveness of the learning process.

Based on the results of an interview with one of the teachers at SMAN 5 Tana Toraja, it shows that over the past year students' vocabulary abilities have varied, some are very promin ent, because these students have urban school backgrounds. There are students who master up to five foreign languages, indirectly their vocabulary above average. However, there are also students who have limited vocabulary abilities, for example students who come from rural areas. The vocabulary ability of students at SMAN 5 Tana Toraja, if averaged from the most prominent to the limited, is `81-83. This shows that their vocabulary ability is good.

The method used by teachers when teaching vocabulary at SMAN 5 Tana Toraja is a flipped classroom, that is, for example, when students want to learn vocabulary, for example narrative text, then before meeting in class the teacher has sent a YouTube video explaining the narrative text and then they study the vocabulary. After the class meeting, students are asked questions such as examples of mentioning the second verb, main sentence, pronouns and so on in the narrative text. By using this method, students' vocabulary skills become good, but they are better when they are improved.

Digital resources used to solve the above problem is Classpoint, the advantages of this application can increase engagement between students and subject matter, Engagement simply means two-way communication which

according to communication expert Wilbur Schramm (1954) is interactional communication can be used for interactive learning media can be used to increase student motivation, with classpoint, conventional learning can be switched to interactive lear ning, and can increase learning success. The   use of learning media can increase the enthusiasm for learning and learning motivation of students and can then be used as a determinant of learning success.

With this, researchers are interested in choosing a title with "The Use of Class Point In Improving Vocabulary Mastery of Tenth Grade Student at SMAN 5 Tana Toraja."

1.2 Research Question

Based on the statement above, the writer formulates a formulation of the problems as follow: Is the use of Class Point able to improve students' vocabulary mastery at SMAN 5 Tana Toraja?

1.3 Objective of Research

Based on the research question, the aim of the study is to find out whether the use of Class Point able to improve students' vocabulary mastery at SMAN 5 Tana Toraja?

1.4 Significance of the Research

This research will be expected to provide useful benefits and information for:

a. For the lectures

This research can help lecturer to understand about class point and it is hoped that the findings of this research can enrich knowledge through the use of class point in improving students' mastery of English vocabulary."

b. For Students

It is hoped that these findings will be useful for readers, especially grade 10 students at SMAN 5 Tana Toraja when they are interested in improving their vocabulary mastery skills in the future.

c. For the Writers

This research aims to provide experience for the writer and increase knowledge about the use of class point in improving students' vocabulary mastery at SMAN 5 Tana Toraja.

1.5 Research Methodology

In this research, writer will use quantitative methods. According to Sugiyono (2019), methods quantitative are research methods used for researching the conditions of natural objects where the researcher is the instrument key. The aim of using quantitative methods "To whether the use of Class Point able to improve students' vocabulary mastery at SMAN 5 Tana Toraja"

1.6 Definitions of Key Terms

a. The use

Is a procces, apliying, implementing, practicing for specific purpose.

b. Class Point

Classpoint is an additional application that is used in the presentation application that we usually use.

c. Improving

In the dictionary improving is to increase value or quality and make it better.

d. Vocabulary mastery

Vocabulary mastery is one of the factors to master English as foreign language. It means that the students have the ability in understanding and using the word and meaning.