

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Since English became a mandatory subject in Indonesia's curriculum in 2013, it has become essential for Indonesian learners to master this foreign language. In learning, language skills involve reception, such as listening and reading, and production, such as speaking and writing (Yudha & Mandasari, 2021). To support those skills, students need to master component skills such as vocabulary, grammar, and pronunciation (Chiriana, 2015). Vocabulary is one of the basic language components that have to be mastered by students (Pradini & Adnyayanti, 2022). Vocabulary is essential to be learned by students who want to master a language (Syafrizal, 2018). According to Sanjaya et al. (2022), vocabulary is the main component of language proficiency that acts as a support tool to master skills in English (reading, listening, writing, and speaking).

Meanwhile, if students have a very limited number of vocabularies, they may find it difficult to use the language effectively (Sudarman et al., 2022). On the other hand, learning the English language will be challenging if learners do not have adequate vocabulary (Ajisoko, 2020). Furthermore, Marpaung et al. (2020) stated that mastering vocabulary is not easy for students, especially for Indonesian students, where English is considered a foreign language. Previous research found that Indonesian students lack English vocabulary, which causes them to be unable to read (Novianti et al.,

2020). Besides the factors from the student, limitations of learning media are also becoming one of the aspects that make students less interested in learning new vocabulary (Putri, 2016).

According to Ajisoko (2020) and Zamzami (2018), there are a variety of issues that make learning English difficult for students. The first is a lack of vocabulary, which causes children to struggle to understand what each word means. The second issue is that the teacher's choice of media is not engaging. According to the discussion with one of the English teachers at SMPN 12 Kota Kupang on Wednesday, January 29th, 2025, there is a class that lacks vocabulary mastery and needs improvement.

By understanding these explanations, the writer wants to implement the British Council Module, especially The A1 Vocabulary Module, in The British Council's LearnEnglish Teens, as a teaching media to teach vocabulary to young learners. The A1 vocabulary module on the British Council's LearnEnglish Teens platform is designed specifically for beginner English learners at the CEFR A1 level. It focuses on helping teens learn the meaning, pronunciation, and spelling of new words through interactive and engaging activities. The module is organized by topic, making it easier for learners to acquire vocabulary relevant to everyday situations and school contexts (*A1-A2 Vocabulary | LearnEnglish Teens*, n.d).

A study conducted by Alimi and Syafel (2013) mentioned that the British Council seems to be promising and can be an alternative media in teaching English to young learners. Their research showed that the British

Council has a positive effect on enriching students' vocabulary. Moreover, a study conducted by Syafutra et al. (2023) investigated the impact of the British Council for Teens website on students' vocabulary acquisition. The research found a significant improvement in students' vocabulary, particularly in descriptive adjectives, after using the website. The study concluded that the website is an effective tool for vocabulary learning and can be successfully integrated into classroom instruction.

According to Nasution (2020), a module is a complete unit that stands alone and consists of a series of learning activities arranged to help students achieve a number of objectives formulated specifically and clearly. According to Lasmiyati and Harta (2014), a module is a relatively short, self-contained, independent unit of instructional design to achieve a limited set of specific and well-defined educational objectives. Based on the explanation above, it can be concluded that the module is a tool or means of learning which can be in the form of materials, methods, and evaluations made systematically and structured as an effort to achieve the objectives of the expected competence. The module is designed specifically and clearly based on the speed of understanding of each student, thus encouraging students to learn according to their ability.

From the explanation above, the writer conducted research to see the effectiveness of the British Council Module in enhancing students' vocabulary mastery with the title **“Enhancing students' vocabulary mastery using the British Council module.”**

## **1.2 Research Problems**

1. Is the British Council Module effective in enhancing students' vocabulary mastery?
2. What are the challenges in enhancing students' vocabulary mastery by using the British Council Module?

## **1.3 Objective of the Study**

1. To find out the effectiveness of the British Council Module in enhancing students' vocabulary mastery.
2. To find out the challenges in enhancing students' vocabulary mastery by using the British Council Module.

## **1.4 Significance of the Study**

The significance of this study lies in its potential to inform the development of more effective vocabulary learning strategies and improve educational outcomes. By investigating the effectiveness of the British Council Module in enhancing students' vocabulary mastery and finding out the challenges in enhancing students' vocabulary using the British Council module, this study holds several potential benefits.

Firstly, this study strengthens the idea that the British Council can be a valuable learning media, supporting teachers in making classroom environments more active and innovative as well as providing teachers with practical solutions and resources for teaching English, specifically vocabulary, by utilizing the British Council Module. Moreover, this study can show the

specific challenges encountered when teaching vocabulary using the British Council Module, allowing teachers to develop targeted strategies to overcome these obstacles and optimize their teaching methods.

Secondly, this study can positively impact students' vocabulary learning, allowing students to select resources that align with their learning styles and preferences. In addition, it improves vocabulary retention and increases confidence in using English.

Lastly, this research can inform future researchers by expanding the scope of education levels in similar studies, encouraging the implementation of such learning media to enhance students' vocabulary mastery. It can also serve as a foundation for further investigations into the use of online resources in language acquisition.

## **1.5 Scope and Limitations**

This study investigates the effectiveness of using the British Council Module to enhance students' vocabulary. This study focuses on one specific domain of vocabulary learning, which is the daily routine. After discussing with the English teacher, this domain was chosen based on student needs. In this study, the writer used the A1 module of the daily routine in the British Council for Teens.