

Chapter I

INTRODUCTION

1.1 Background of The Study

One of the most important predictors of a teenager's future success in language learning was their level of linguistic proficiency during their teenage years (Dickinson et al., 2010; Whitehurst & Lonigan, 1998). Furthermore, strong verbal skills benefited social development by allowing students' express their emotions and thoughts (Bulotsky-Shearer et al., 2012; Yew & O'Kearney, 2017). According to study (e.g., Van der Wilt et al., 2018a, 2018), teens who were more fluent in a language were more likely to be accepted by their peers. To ensure that every teenager has an equal opportunity to achieve the level of language. One of the most important predictors of a teenager's future success in language learning was their level of linguistic proficiency during their teenage years (Dickinson et al., 2010; Whitehurst & Lonigan, 1998). According to study (e.g., Van der Wilt et al., 2018a, 2018), teens who were more fluent in a language were more likely to be accepted by their peers. To ensure that every teenager has an equal opportunity to achieve the level of language proficiency required for them to participate in social activities, it was critical to foster teenagers' language development from a young age(Cabell et al., 2019; Hmukh et al.).

Inquiring was a necessary part of all learning encounters. One crucial component of classroom interaction was asking questions (Nurpahmi, 2017; Sari & Hasibuan, 2019). The term "questioning" described techniques for gathering and analyzing data regarding pupils' growth, aptitude, and skill (Astrid et al., 2019). This in-class questioning exercise was crucial for students' growth, enhanced cognitive capacities, critical and creative thinking (Shaunessy, 2005; Zulkifli & Hashim, 2019). In the classroom, this type of inquiry fostered the development of students' higher order thinking, critical thinking, and creative thinking abilities. (Shaunessy, 2005; Zulkifli & Hashim, 2019). The goal of questioning, according to Padmadewi, Artini, and Agustini (2017), was to build students' curiosity and interests, to capture their focus, to assess their readiness, to go over and wrap up earlier classes or subtopics, evaluate student performance, identify areas of concern for students, and the process of learning as well as to inspire and draw in student participation. Teachers used questioning to take on a facilitator and motivator role, and one of the skills needed for this was communication, which should be fulfilled (Vusparatih, 2014).

Vocabulary was a crucial component of learning English and was what students had to do initially if they wanted to achieve their goal in learning English skills. Learning vocabulary should always have come first since it is a fundamental component of language. Either spoken or written, it was regarded as elementary. English was taught to students in schools as a necessary subject, alongside other

vital disciplines. However, students still saw English as a difficult subject and language to learn. Vocabulary referred to the total number of words in a language. According to Nunan (2005:121), "a person's vocabulary was the collection of words they are familiar with." It was a reason why pupils would struggle in class if they didn't have a large enough vocabulary, which made picking up a language difficult.

Students' vocabulary was important in their language learning, according to Daller, H., Milton, J., & Treffers-Daller, J. (2007), vocabulary was the list of terms that a learner was familiar with, whereas vocabulary complexity was the learner's understanding of how to use those words. A word was a single letter or combination of letters that could be written or spoken. In the world of languages, vocabulary was crucial since it was constantly utilised in writing and speaking. Gaining proficiency in vocabulary could improve a person's ability to talk. Ebrahimi, Azhideh, and Aslanabadi (2015), who claimed that vocabulary was crucial to learning a foreign language since it could affect the mastery of language skills writing, speaking, reading, and listening, corroborated that claim. In a similar vein, Jordan (1997, p. 149) claimed that teaching vocabulary was a crucial part of teaching English because success had an impact on all four language skills and was connected to language acquisition in general.

The researcher found several problems in SMPN 6 Bintan at eight grade, many students still lacked vocabulary, and they were hard to choose appropriate

vocabulary. The students also struggled to pronounce the word when their teacher asked questions and felt hard to translate into their own language, especially in speaking. The researcher discovered the problem when the researcher asked a question. The purpose of this research was to determine the relationship between instructor questions and students' vocabulary proficiency in the classroom. The researcher sought to do this study because no one had done it in the maritime area.

Mastering vocabulary was a crucial aspect of learning and teaching English, as it significantly enhanced English skills. This notion aligned with the views of Richards and Renandya (2002), who emphasized that vocabulary was a fundamental component of language proficiency, influencing students' abilities to speak, listen, read, and write effectively. To communicate fluently in English, students had to have a strong command of vocabulary. Cahyono & Widiarti (in Rahman, 2016) further noted that students who had mastered vocabulary, They can readily develop their language skills by listening, speaking, reading, and writing. As a result, having a strong vocabulary basis was critical for pupils to learn English effectively. Furthermore, English teachers needed to design efficient techniques to help students master vocabulary.

1.2 Identification of the problem

1. The students vocabulary was poor
2. The students feel difficult to select suitable words

3. The students were hard to pronounce the word
4. The students were hard to translate on their own language

1.3 Limitation of the problem

Given the aforementioned issue, the researcher focused only on the correlation between teacher questions and students' vocabulary mastery throughout study. The researcher did not discuss another problem.

1.4 Research Question

The researcher identified the problems which were in the research and were formulated, such as: was there any significant correlation between teacher questions and students' vocabulary mastery?

1.5 The objective of the study

To determine whether there was a substantial association between teacher questions and student vocabulary mastery

1.6 The Significance of the study

1.6.1 Theoretically

This research give meaningful contributions for the ELT (English Language Teaching) by examining correlation between teacher questions and students' vocabulary mastery.

1.6.2 Practically

- a. For the English teacher

The result of the study helped them to know the ability of students' vocabulary mastery

b. For the students

This research increased their motivation and developed their vocabulary mastery

c. For further researcher

The researcher hoped this information would help them to know the ability of students' vocabulary mastery

1.7 Definition of Key Term

To make this study easier to understand, the researcher explained some definitions of important key terms used, which were:

1. Correlation

A connection or relationship between two or more variables. Co-, which means "together," and relation were the building blocks of the word correlation. One statistical method for determining and analyzing the strength of a relationship between two variables was correlation. Finding the strength or scope of a quantitative link between two variables was aided by it. And it was a common tool for described simple relationships without making a statement about cause and effect.

2. Teacher Question

Teacher questions were described as instructional signals or stimuli that communicated to students the material that needed to be learned as well as instructions on what needed to be done. That were conveyed to ask for students' answers.

3. Vocabulary mastery

The ability to interpret words was known as vocabulary mastery. Not just how many words are known, but also how the vocabulary was put to use, and the ability to multiply, comprehend, and integrate words. One essential component of being proficient in English as a foreign language was learning vocabulary. This required students to have a deep understanding of word meanings. The more extensive their vocabulary, the more proficient they were in speaking English.

