**CHAPTER I**

**INTRODUCTION**

This chapter presents background of the study, formulation of the research problems, objectives of the study, significance of the study, scope and limitation of the study, researchhypothesis, and definition of key terms.

1. **Background of The Study**

Nowadays some schools in our country move to be designed based International School where English is used as the compulsory study to be mastered by both all teachers and students. Even, English is used as a means of instructional in teaching learning process every day for every subject. It means that both all teachers and students have to able use English textually and contextually. In fact, many students do not like English subject because they regard that it is difficult subject to study.

In addition, vocabulary is the central of English teaching and learning. It plays an important role in the four language skills. It gives contribution to the learners to perform or practice their skills better. It means that by mastering the vocabulary, the learners will be able to produce so many sentences easily either in spoken or written one. It is impossible for the learners to perform their English well if their vocabularies are very poor. They will find any difficulties in expressing or mastering their language skills because of having too limited vocabularies. Therefore, vocabulary mastery must be on the first priority in English. Without mastering the vocabulary, the learners will be difficult to master the other language skills.

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English has been introduced in elementary school curriculum as the school local content decision. There are some schools which have involved this subject as one of their local content. Although it is taught in elementary school, the students are expected to acquire language competence including listening, speaking, reading and writing. Because the general objective of teaching English in the elementary school is to prepare children to have competitive value in this global era and to introduce English at early ages.

Teaching a foreign language is better if it is started from childhood. Teaching young learner is different from teaching adult. Children have certain characteristics and they need a particular treatment. Children are easier in acquiring and learning a language, because their organ of speech is still developing. Teaching English for young learners can be started by giving vocabulary. Vocabulary is one of important language elements to support the learners to use the language well. Vocabulary is one of the keys to be successful in mastering English. Without mastering vocabulary they will get trouble in developing their language skills. It is in line with some linguists as stated by Harris (1973:9), ‘we may therefore say that language includes four skills, or complexes of skills: listening, speaking, reading, and writing’.

Some students of elementary school often find difficulties in learning English, especially in vocabulary. It is because of 1) their vocabularies are still poor, 2) they cannot remember the new words they have gotten, 3) they have only two hours in a week to study English at school, 4) they are less motivated to study and use English. These problems make the student lack of motivation in learning English. This condition makes the class noisy, bored and not enjoyable.

In this study, the writer chooses SDN 2 Nglongsor Tugu Trenggalek as the setting of the study. It is because; the writer found that the students do not have good English ability. For the same reason the teacher have not used any certain strategy in order to increase the students motivation in learning English.

Furthermore, the teacher still uses the conventional method in teaching the materials. The teacher just explains the materials and then asks the students to do exercise in their student worksheet. There is no variation or other teaching media used by the teacher. The only teaching media are text book and blackboard. This method makes the students sometimes feel bored and sleepy, especially when it is taught in the last session.

Commonly, the students prefer audio visual than a material in text book. Yudhi (2008:116) states that audio visual is an effective media in teaching learning process. The students are easier to understand and to memorize what they watch and listen than what they read only or what they listen only. Therefore, the writer wants to know whether the use of audio visual media is really effective or not to increase the students’ vocabulary achievement.

1. **Formulation of the Research Problems**

Based on the background of the study above, the formulated research problemsare as follows:

1. How is the students’ achievement in vocabulary before they are taught usingaudio visual as the teaching media?
2. How is the students’ achievement in vocabulary after they are taught using audio visual as the teaching media?
3. Is/arethere any significant different scores before and after being taught using audio visual media?
4. **The Objectives of the Study**

Based on the formulation of the research problems above, the main objectives of this research are as follows:

1. To know the students’ achievement in vocabulary before they are taught using audio visual as the teaching media.
2. To know the students’ achievement in vocabulary after they are taught using audio visual as the teaching media.
3. To find out significant different scores before and after being taught using audio visual media.
4. **Significance of the Study**

It is expected that the result of the study gives important contributions for English teachers, the students, and the future researcher,

1. For the English Teachers.

The teachers will be able to get additional overview about the stratyegy in teaching vocabulary. The English teachers will understand more about the students’ achievement of vocabulary when they are taught using audio visual as the teaching media.

2. For the Students

The students know that learning vocabulary is not complicated as they think before. The students know the way to learn English especially in vocabulary.

1. Other researchers,

The result of the study can be used as a reference in conducting their study in similar problem about teaching English vocabulary.

1. **Scope and Limitation of the Study**

This study is conducted at SDN Nglongsor 2 Tugu Trenggalek, and focus of the study is to know the significant influence on the students’ vocabulary achievement by using audio visual media which is related to the English material for the fifth year students.

1. **The Research Hypothesis**

Hypothesis is tentative explanation for certain behaviors, phenomenma or events that have occured or will occur (Gay, 1992:66 ). It means that hypothesis is tentative answer of variable in which the truth must be tested. Based on the previous statement, the writer has two research hypothesis, they are:

* 1. The null hypothesis (Ho): states that teaching vocabulary using audio visual as the teaching media is not effective to improve the students’ achievement of vocabulary.
  2. The alternative hypothesios (Ha): states that teaching vocabulary using audio visual as the teaching media is effective to improve the students’ achievement of vocabulary.

1. **Definition of Key Terms**
2. Teaching

According to Harmer (1991:159) Teaching is an interaction between a teacher, a person who can induce intelligent behaving and learner, a person who is acquiring intelligent behavior.

1. Teaching Vocabulary

Teaching vocabulary is concerned with the basic technique for presenting new words. The teacher has to know how to present new words in all aspects of teaching vocabulary such as pronunciation, spelling and meaning. It is stated by Finocchiaro (1994:26-28) that, vocabulary should be taught and practiced only in the context of real situation so that meaning will be clarified and reinforced. New pattern of language should be introduced and practiced with vocabulary that the students already know.

1. Audio visual

Audio visual is teaching media that can be watched and heard at the same time. In this study the writer use video disc with the vocabulary material related to the fifth years student. Media is something with which can be used to distribute message from sender to stimulate mind, feeling, students’ interest and students’ attention for the teaching learning process to be occurred (Hornby, 1991:130).