

CHAPTER I

INTRODUCTION

A. Background of Study

Vocabulary is a very basic element to learn English because it is the foundation to learn other skills. David Wilkins in Thornburry (2002:13) state states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. In other words, the first mastery that the student must learn is vocabulary. As a foreign language, learning English vocabulary mastery is very important to support other English language skills, especially for students' Junior High School. However many students do not seem to find themselves comfortable with the foreign language in the classroom. They think that English is a hard subject to study because of their limited vocabulary and poor knowledge or mastery of language competence. The problems make them difficult to understand the text.

There are three components in mastery English language such as vocabulary, grammar, and pronunciation. Kamil and Hiebert (2005:3) state that when the number of known words is not sufficient, comprehension will not be achieved for listening and reading skill. Furthermore, if the students have limited vocabulary they will get difficult in their speaking and writing skill. Hay craft (1978, p.8) states there are various skills in the mastering of language, listening (understanding the spoken language), reading (understanding the written language), speaking and writing. In another hand, before the students learn four skills, the students should learn vocabulary first.

Because the students will misunderstand if they do not know the meaning of the word. So, the vocabulary is to support of four language skills.

From the description above, can be concluded that vocabulary is an important element of any English language skill. Vocabulary as the base of language has a big influence on students' comprehension of developing students' English skills. Vocabulary is the basic component to create communicative language. Vocabulary knowledge is the critical tool in study English language, because of the limited vocabulary will impede on successful communication. The good of vocabulary mastery will help the students to communicate effectively. Vocabulary is essential in producing both verbal or nonverbal language communicatively. Vocabulary has the great role on study English language because of without the extensive of vocabulary the students unable to use the structure and function of the language as comprehensible communication because it is almost impossible to study a language without vocabulary. Knowing the importance of vocabulary the students' are required to be mastery in vocabulary. That is why its needs for the teacher to create technique, strategy, method, and media which makes the students easier in study vocabulary. The creative and appropriate teaching strategy and media will be increased the students interesting in study vocabulary, which is it will make the students easier in understanding the material, especially vocabulary.

Kamil and Hiebert (2005:28) suggest that effective vocabulary instruction should be achieved by considering a long-term proposition which means that the students do not easily forget the words they have just learned.

In other words, the teacher should have a different way to teach the vocabulary to the students. It will help the students if the teacher can give a clear definition and contextual information to the students. The teacher should have a creative teaching technique to get effective vocabulary mastery. With Tomlinson's statement (2013:28) that teaching materials should involve attractive presentation and appealing content which are interesting, relevant, and enjoyable to give a positive influence on the students' attitudes to the language and to the process of learning it so that clear definition and contextual information will be received by the students effectively. In addition, the different teaching media and creative presentation will make the students motivated, enjoyable, and interested in learning.

It is very important for the teacher to make the students interested in vocabulary learning. The teacher should create a classroom atmosphere effectively in teaching vocabulary. Developing students' vocabulary is one of the important duties for English teacher. The teacher techniques make the English lesson more exciting. Allen (1983: 33) states that teaching English for the beginner need a particular technique. The best technique in using an approach is that should be related to their world. In other words, the students can acquire more understanding of language learning by memorizing vocabularies. So, the students would get more motivation in their class.

Media is one of the important ways to share or send the material to the students. With the media will easier for the teacher to carry out their learning. Teaching using media also help the students to understand well

about the material that the teacher gives, rather than the teacher explains by themselves.

To solve the problem above, the researcher considers the use of Claymation video as the appropriate teaching media to teach the students to get rich vocabulary instruction. According to Wang (2004). First, teaching English using video can stimulate students' autonomy and proactivity. When the video is available in an English classroom, the students can directly acquire the cultural background and emotional attitudes about the learning materials. Therefore, they will be more autonomous. Second, video can motivate students' passion for learning English and help the teacher to get students' attention to the lesson. English video has a sound effect and vivid scenes which can attract students' attention and decrease their boredom. Third, English video for language teaching mostly portrays realistic situations in life. The students can learn how the language is used in real life which is very different from the traditional English teaching materials. The last, teaching English by using video can provide the students with direct access to learn the culture of the target language. It means that using video help the students in many things, not only in vocabulary but also understanding the facial expression, intonation, body language, and etcetera.

One way to enrich vocabulary is used video, with video, make students feel enjoy. Based on Farizawati (2017) video was part of the audio-visual aids that can classify on the learning characteristic and lesson content. It means that video is technical information that consists of audiovisual and

picture that can apply for the teacher to send the material to the students. The video is one of the teaching-learning processes.

Kevin Yee (2018) stated that Claymation video, is instead of a written paper or essay, the deliverable of a group project can be a video uploaded to YouTube created by the group using modeling clay and a stop-motion video app on their smartphones. It means that Claymation video can be used by the teacher to give the materials to the students. By using Claymation video the students can move the picture and sound to know the meaning of the picture. Claymation video can be animation or other by using modeling clay and stop-motion.

Lin and Tseng (2011) also describe the advantages of using animation video to teach vocabulary by using a different point of view. The first, its existence can avoid the students from having improper inferences. The students can watch the video consisting of moving pictures and sound effects which they can use as a hint to guess the meaning. In addition, the use of animation video in teaching vocabulary makes it easier for the students to comprehend difficult texts, which eventually make them more independent and autonomous learners. In the video, there are some hints that the students can use to help them understand the text so that they can be more autonomous without asking the teacher several times. The second, learning vocabulary by watching animation video constructs stronger meaning representations for better vocabulary retention. It can be said that watching the video make the students can remember the vocabulary than reading a text from a book.

In this case, the researcher takes video as a media in teaching vocabulary in this research. According to Harmer (1998:282), there are some advantages of using video as media in teaching learning. One of the advantages of using video is that students do not just hearing but also they can remember the vocabulary. In this research, the researcher only focuses on using Claymation video as the media on teaching vocabulary.

The purpose of this study is to analyze how the effectiveness of Claymation video in increasing students' vocabulary is. The match strategy is very important to support the students' learning achievement. The interesting media will make the students have more motivation in their study.

This pre-experimental research was intended to investigate the effectiveness of using Claymation video on students' vocabulary mastery at eight grade of junior high school MTSN 2 Tulungagung.

Vocabulary is the knowledge of the meanings of the words in which without it, the language cannot be used to maintain all information (Kamil and Hiebert, 2005:3). Hatch and Brown (1995:218) state that vocabulary can be divided into two groups in connection to its function. The first group consists of nouns, verbs, adjectives, and adverbs or a large vocabulary, whereas the second one consists of pronouns, prepositions, conjunctions, and interjections that are also known as small vocabulary. It means that vocabulary is an important part of the language. This research focused only on the first group such as nouns and verbs.

B. Statement of Research Problems

1. How is the development of the students' vocabulary mastery taught by Claymation Video?
2. Is there any significant difference scores before and after being taught by using Claymation Video?

C. Objectives of The Research

1. To know the development of the students' vocabulary mastery taught by Claymation Video
2. To know the significant difference between the students score before and after taught by Claymation Video.

D. The significance of The Research

The researcher hopes this research will give a contribution to:

1. The study can be used as a process to improve English teaching both teacher and researcher.
2. For students, the students will be easy to learn vocabulary.
3. For the teachers, this study is expected to be widening the skill of the teachers in using the appropriate technique in teaching vocabulary.

E. Scope Limitation of The Research

The study focuses on noun and verb of narrative text. The media also explained about the pronunciation of vocabulary shown by Claymation video.

The scope of this study conduct at the students of B class at eight grade of MTsN 2 Tulungagung which consist of 30 students, it focuses on teaching-learning in vocabulary by using Claymation video. In order to

make an optimal result, the researcher would limit this study, it will be done at eight grade of MTsN 2 Tulungagung.

F. Research Hypothesis

Before conducting this research, the researcher proposed two hypotheses:

1. Ho: the students' score of vocabulary mastery after being thought by using claymation video is smaller than or equal to the score of students' vocabulary mastery before thought by using claymation video.
2. Ha: the students' score of vocabulary mastery after being taught by using claymation video is bigger than the students' vocabulary score before thought by using claymation video.

G. Definition of Key Term

To avoid misunderstanding, the researcher explains the key terms of this study as below:

1. Vocabulary

Vocabulary plays an important role in mastering English. Wilkins in Thornbury (2005: 13) states that anything cannot be conveyed without vocabulary.

2. Video

Video can be integrated into learning activities Smaldino (2005:284).

The video is the digital multimedia that can show some action for an example picture.

3. Claymation

Claymation video is instead of a written paper or essay, the deliverable of a group project can be a video uploaded to YouTube created by the

group using modeling clay and a stop-motion video app on their smartphones (Kevin Yee, 2018).