

CHAPTER I

INTRODUCTION

This chapter contain about the background of research, the statement of research problem, the objective of research, research hypothesis, significant of the research, the scope and limitation of research, and the definition of key term.

A. Background of research

Vocabulary is one of important language components which students should mastery, according to Thornbury (2002) said that Mastering vocabulary is a people's necessity to understand a reading material, conversation, or article in English. Without vocabulary, nothing can be conveyed. It means that for understanding a reading material, conversation, or article in English, students should have good vocabulary mastery. Without mastering vocabulary, students will be difficult to understand or accept the English lesson. In the fact showed that there are many students have difficulties in terms of vocabulary mastery which has imprecation in learning English process.

Vocabulary is not only important but vocabulary also becomes the central of language. Based on the Jack and Willy (2002) stated that vocabulary is core component of language proficiency and provides for how well learners speak, listen, read, and write. It means that vocabulary is very important in English language skills, such as listening, reading, writing, speaking. It will be

difficult to student mastery English language skills if they don't have good vocabulary.

Unfortunately, in Indonesia, vocabulary is not one of main lesson which must be taught in the school. The curriculum 2013 of Indonesia education, in the school, students is only learnt about English language skills, as like reading, writing, speaking, and listening. The lesson which taught vocabulary is only in the material additional. Vocabulary usually is in the reading material. In fact without extensive vocabulary learning, students can learn the vocabulary from other skills like listening and reading, but it is not effectively for mastery vocabulary.

Munawaroh (2016) has tested about the effectiveness of Bingo game toward fifth grade the students' vocabulary mastery at MI Podorejo Sumbergempol in academic year of 2015/2016. The pre-test had done in 33 students. The researcher got the result that the lower score in pre-test was 32.50 which were gotten by two students and the higher score was 100.00 which were gotten by two students. The pre-test was given before treatment, and the object of pre-test was multiple choices and matching test, which the multiple choices was consisted 20 questions and 10 question of matching test. The researcher got the mean of the pre-test was 75.6061, the median of the score was 80.00, the mode core was 95.00 and the total score was 2495.00. The researcher concluded that the bingo game was effective to increase students' vocabulary score.

Khusniati (2016) has studied about the effectiveness of Chinese whisper game toward students' vocabulary mastery of Seventh grade at SMPN 2 Sumbergempol. The researcher found that Chinese Whisper game was effective for improving students' vocabulary mastery. The result was provided by the students' score before and after using Chinese Whisper Game. The mean score of students before the treatment was 73.07 and the mean score after using Chinese Whisper Game was 91.23. It means that Chinese Whisper Game is Effective for teaching vocabulary. The researcher also said that the students are motivated during playing the game. The researcher concluded that the implementation of Chinese Whisper game in teaching and learning process is interesting and motivate.

The effectiveness of using one day one word strategy toward vocabulary mastery of eight students of Islamic junior high school 2 of Blitar had been studied by Dewi (2017). The researcher got the mean of students' score before using one day one word strategy was 57.14 and the mean of students' score after using one day one word was 77.6. The researcher can conclude that using one day one word in the teaching vocabulary has a significant different before and after using the treatment on the students score.

Atiqoh (2017) has researched about the effectiveness of MALL toward students' vocabulary mastery on tenth grade of SMK Islam 1 Durenan. The researcher got the result that there is a significant different of students' score before and after using MALL in teaching learning process in the tenth grade of SMK Islam 1 Durenan. The result was provided by the mean of students'

score before using the MALL in the teaching learning process was 71.21 and the mean of students' score after using MALL was 88.72. The researcher concluded that using MALL surely prove the real effectiveness in the vocabulary because it can help the students in teaching Vocabulary mastery.

For teaching vocabulary is very difficult process teaching. There are many problems that we will face when we taught the English language lesson, in the teaching and learning, we need media for making teaching learning process effective. The teaching aids and instructional material is the aids and the material which used by teacher to make his teaching effectively. According to Jane and Patel argue that language teaching is not dynamic. It means that teachers should know the strategies and creativities in the teaching language which makes student understand about the material. So teacher must be able to use the media teaching which make student interesting with the material or media which make student understandable about the material. In the teaching process, media is very important, because media can deliver the material effectively. The used of media in the teaching process is for making students active in the teaching learning process, making the material understandable and memorable for students.

Based on the researcher observation in MAN Trenggalek, the researcher finds that the student's vocabulary achievements still was lower. Maybe it happens because the media teaching in the classroom still used traditional teaching method and uninteresting teaching media.

Muhammad (2012) had studied about the effectiveness of using audio visual toward the fifth year students' vocabulary achievement at SDN 2 Nglongsor Trenggalek in the academic year 2011-2012, the researcher found that applying the audio visual media as the treatment to the students. The research found that the students seemed interesting when he teacher explained the materials using audio visual median and they seemed easy to understand the materials , those were also proved from the students' achievement after getting treatment was better than before it. The researcher can inferred that the students get good achievement in their vocabulary mastery after being taught using audio visual media. Using audio visual teaching, students seems more interest and easy to understand the material. In this study, the researcher used pre-experimental research design in the form of one group pre-test and post test.

Himawanto (2015) had researched about the effectiveness of teaching Vocabulary by using Audio Visual as media toward vocabulary mastery of the VII^c grades students of SMPN 3 Kedungwaru Tulungagung in academic year 2014/2015. The researcher found that audio visual as media to teach vocabulary surely shows the real effectiveness, because the audio visual gives students more spirit and enthusiastic to learn English of students VII^c grades at SMPN 3 Kedungwaru Tulungagung. Using audio visual in the teaching learning process, makes students more enthusiastic and give more spirit to learn English. In this study, the researcher used pre-experimental research design in the form of one group pre-test and post test.

In addition, Aisyarani (2014) has studied about the effectiveness animation video to improve student's vocabulary mastery of eleventh grade of MA Nahdaltul Muslimin in the academic year 2013/2014. She got result that Animation video was proved to be effective to help students improving their vocabulary before and after being taught. In this study, the researcher used pre-experimental research design in the form of one group pre-test and post test.

Concerning the fact, that all study used pre-experimental researcher design, the researcher tries to do the next study using the different researcher design. It is expected that the research offer an alternative to vocabulary teaching technique. The researcher hopes that by using Voice of America (VOA) News as teaching technique, it motivating the students to learn English. Many students like video including the students of MAN 1 Trenggalek.

In this study, researcher uses Video and text from Voice of America (VOA) News to increase student's vocabulary achievement of first grade of senior high school are focused on the students get new vocabularies, knowing the meaning, easier for understand and memorize the new word from the text or video. The researcher also wants to know how the use of Voice of America (VOA) News can help students to increase their vocabulary achievement.

Based on the discussion above, the researcher interested in conducting study about increasing students' vocabulary achievement by using Voice of

America (VOA) news, especially for first grade of senior high school. So in this study, the researcher give the title “The Effectiveness of using Voice of America (VOA) News To Increase Student’s Vocabulary Achievement at MAN Trenggalek”.

B. The statements of Research Problem

Related to the backgrounds of study above, the researcher formulates the statement of the problem as follows “Is using Voice of America (VOA) News effective to increase students’ Vocabulary achievement at MAN Trenggalek?”

C. Objectives of research

According to the research problem above the purposes of this study is to know the effectiveness of using Voice of America (VOA) News to increase student’s vocabulary achievement at MAN Trenggalek.

D. Research Hypothesis

Based on the question above the researcher formulates the hypothesis, those are

H₀: The mean of group which taught by using Voice of America (VOA) News is less than or equal to the mean of group which is not taught by using Voice of America (VOA) News.

H₁: The mean of group which taught by Voce of America (VOA) News is greater than the mean of group which is not taught by using Voice of America (VOA) News.

E. Significances of the Research

The significance of the study divided into:

1. Theoretical significance

The result of the study may give more information about the use of Voice of America (VOA) News to increase student's vocabulary achievement

2. Practical significance

a. For MAN 1 TRENGGALEK, it would be useful for the teacher to improve their teaching media by using Voice of America (VOA) News.

b. For the teachers, the researcher finding could be used to improve the teaching-learning process.

c. For future researchers, it was hopefully that the research can give more information about the effectiveness of using Voice of America to improve students' vocabulary achievement, and this study can be used as a reference in concluding their study in similar problem about teaching English Vocabulary.

F. The Scope and Limitation of Research

This study only focuses in student's vocabulary achievement of first grade students of MAN Trenggalek. The vocabulary which is taught should be matched to the instructional curriculum of Indonesian for first grade of senior high school level on the English lesson. This study only focuses on the first grade of senior high school level of MAN Trenggalek. Besides that, this study also focuses on the applying Voice of America (VOA) news in the classroom which is offered. The learners will listen the record and read the text from the voice of America (VOA) news. The limitation of this study is researcher only takes the vocabulary based on the topic of first grade of senior high school on English lesson.

G. Definition of Key Terms

G.1 Voice of America

Voice of America (VOA) is one of media teaching which can be used by students to learning English. Voice Of America is one of brounchasting media which can students used to improve their english components and their english skills. In this brounchasting, the students can get many vocabularies and how to pronouncation the word.

G.2Vocabulary Achievement

The term of vocabulary achievement that is used in this research refer to the meaning of vocabulary and understand the vocabulary. It also can be implicatition the vocabulary in the sentence.