**CHAPTER I**

**INTRODUCTION**

This chapter presents background of the study, statements of research problem, purpose of the study, significance of the study, scope, hypothesis, definition of the key terms and the organization of the study.

**A. Background of the study**

As we know that human being can`t live by themselves. They need communication and interaction with other. Then, if we say about communication, it always says about language because language is a means of communication. It means that language is the way to express ideas, to relate some information and to give message to other people.

Language is a set of verbal symbols that are primarily auditory but secondary written, now in more than 400 orthographic systems for computer adaptation (Nida, 1914: 2). Language also constitutes the most distinctive feature of a culture, with may be described in a simple manner as the totally of beliefs and practice of a society. Mastery of language can be to improve four language skills such as listening, speaking, reading and writing. If someone wants to learn a certain language, they must know the words (vocabulary) that build the target language. (Johnson, 2001:292) said that one of language component is vocabulary, because without it we can`t speak English correctly.

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English is one of the foreign languages taught in Indonesian school from kindergarten until university. In general, it is important that teacher and students know English component such as pronunciation, grammar and vocabulary. Vocabulary is one of important components in learning English as foreign language .When we can communicate, English become important language for people in this world. We say that English is one of tools to develop and improve our communication. Moreover, for a teacher and students English become important to learn.

It is important for student to enrich their vocabulary. The teacher can use media to catch the student `s influence. Media in teaching learning activity give some variations and stimulate the student in teaching learning process. The teacher can teach the students by using motion pictures. Using motion pictures can help student learn vocabulary. It makes students realize the importance to know the English words with motion pictures because the motion picture is motion that is active and make interest when the students see the motion pictures. The teacher can give student tasks and enable them to use language. For example, the student can understand and know the pictures. They can’t feel difficult when they understand and know word by using motion pictures.

One kind of picture as media is motion picture. Motion picture is the general media and can be seen every where. They can be used to limit the space and time also could show the past even. This motion picture is used to motivate the student and to give them more experience in learning (Burton, 1952:523). Motion pictures come closer to actual experience or first-hand observation than any other teaching device. It can be adjusted to appeal to all levels from the kindergarten through college, from illiterates to research scholars. Teacher can see the student`s development when teach them in the class. They must know student`s achievement in English vocabulary. Student has different characteristic and ability to learn vocabulary. In line with the previous statement, we can say that the students should improve their vocabulary to support their mastery in English.

Motion pictures provide ideal material for instruction in English classes. However, discussion of motion pictures experience necessarily process educational. Motion pictures study should be for practice in vocabulary. The result of such study should be good in behavior and attitude on the part of young learners. Three possible the purpose of motion pictures study are teaching students aware of the effect of motion pictures on individuals, enabling students to select the motion pictures more thoughtfully and developing more varied. It is just as important to be able to select the motion pictures to make selection of a book and the ability to evaluate and enjoy the motion pictures to develop the appreciation. Using of motion pictures help young learners to solve some of their personal problem. In teaching learning process the motion pictures will certainly improve the quality of young learners` communication.

SDN 2 Sawahan-Trenggalek is chosen by researcher as the object of study because places English as one of the required program that develop students’ basic skill. That school has its own curriculum about teaching and learning English. The researcher want to know the students` achievement in vocabulary before and after being taught by using motion pictures. Therefore, the researcher chooses the content of vocabulary material in part on their knowledge about the topic of the vocabulary selection and to know the students` scores in teaching learning process.

Based on the background above, the writer wants to research to know student learning process with motion pictures in vocabulary. Therefore, the writer takes the title:

“The Effect Of Using Motion Pictures On The Student`s Achievement In Vocabulary Of The Fourth Year Students At SDN 2 Sawahan-Trenggalek.”

**B. Formulation of Research Problems**

1. How is the students` achievement in vocabulary before being taught by using motion pictures?
2. How is the students` achievement in vocabulary after being taught by using motion pictures?
3. Is there any significant different score of students before and after being taught by using motion pictures?

**C. Purpose of the study**

Based on the problems of study above, the objectives of this study are:

1. To know the students` achievement in vocabulary before being taught by using motion pictures.
2. To know the students` achievement in vocabulary after taught by using motion pictures.
3. To know is there any significant different score of students before and after being taught by using motion pictures.

**D. Significance of the study**

1. For the writer

It gives some experience from research to the writer. The research can give information about teaching English in elementary school by using motion picture as media. So, it can make writer easy to teach vocabulary correctly.

1. For the other researchers

It gives some contribution and information about English teaching in elementary school using motion pictures as media. It can use reference for similar research.

1. For the English teacher

The result can encourage the English teacher in creating effective ways in teaching English especially teaching vocabulary. Therefore, the result can be used feed back to improve his or her teaching and alternative reference in teaching vocabulary at SDN 2 Sawahan-Trenggalek.

**E. Scope**

The scope of this study is to focus on the teaching vocabulary using motion pictures.

**F. Hypothesis**

Based on the research problem and the theory above, the writer submit the hypothesis as follow:

1. Alternative hypothesis ( Ha )

There is significant effect of teaching vocabulary before using and after using motion pictures of fourth year students at SDN 2 Sawahan-Trenggalek.

1. Null hypothesis ( Ho )

There is no significant effect of teaching vocabulary before using and after using motion pictures of fourth year students at SDN 2 Sawahan-Trenggalek.

**G. Definition of key terms**

The purpose of key term is to avoid misunderstanding on the readers, give clarification about the terms of the study.

1. Motion Picture :

Motion picture is picture be active and begin from all of creator life or to blow life in the object that don`t alive. Mention of picture be active because when make it use picture that sequence and can manipulation it so that look likes picture be active. This motion picture used to motivate the student and to give them more experience in learning process

1. Achievement of Vocabulary :

In this research, vocabulary is often supposed as identification with word. It can be looked in some discussion about vocabulary in many language books and most of dictionaries. For clarification, the writer will give some definitions concerning vocabulary. Student`s achievement to use the word that contain motion pictures as media.

**G. Organization of the study**

This study is divided into five chapters:

1. Chapter 1

Introduction. It consists of background of the study, formulation of the problem, purpose of the study, significance of the study, scope and limitation, the hypothesis, definition of key terms, and the organization of the study.

1. Chapter 2

Review of related literature. It consists of the discussion about the young learner, the definition of vocabulary, kinds of vocabulary, technique of teaching vocabulary, presenting of teaching vocabulary, media as teaching aids, audio visual aids for teaching vocabulary, teaching English vocabulary using motion pictures, motion pictures for young learner, the effect of using motion pictures on vocabulary achievement and previous study.

1. Chapter 3

Research method. It consist of research design, population, place and time of research, variable, data and data source, data collecting method and instrument and data analysis.

1. Chapter 4

Research finding. It consists of the discussion on the treatment, the result of the quantitative data, the computation of *t* – Value for two sample means and the interpretation of the quantitative data.

1. Chapter 5

Conclusion and suggestions.



**THE EFFECT OF USING MOTION PICTURES**

**ON THE STUDENT’S ACHIEVEMENT IN VOCABULARY**

**OF FOURTH YEAR STUDENTS AT SDN 2 GEMAHARJO**

**THESIS**



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