

CHAPTER I

INTRODUCTION

The researcher discusses seven points linked to the study in this chapter: the background of the study, the formulation of research questions, the study goal, the importance of the investigation, the scope and limitations of the study, the formulation of hypothesis, and the definition of key terminology.

A. Background of Study

English is the international language of communication since it is spoken in practically every country on the planet. In technical development for science and technology books, art, journals, articles, websites, culture, and other English-language publications. Language is vital in building relationships thus English is essential for individuals living in developing nations like Indonesia to be able to communicate with people from other countries across the world. English is taught in the Indonesian curriculum to all students in elementary school, junior high school, and senior high school, although only as one of the main topics.

However, some kids may lack sufficient knowledge and expertise in English since they only receive two hours of instruction each week, resulting in poor comprehension in school. When they encounter someone who speaks English, they will have difficulty understanding what he or she is saying. Students must engage with English vocabulary in order to learn the terms. The importance of vocabulary in foreign language acquisition cannot be overstated. Nation contends in 1990 that learners see vocabulary as a highly significant, if not the most important, component of language

learning. Vocabulary acquisition would aid people in obtaining, comprehending, and improving the process of knowledge transmission for improved language acquisition.

Vocabulary is a collection of words from a certain language; it may be thought of as the words that people use in a language. In 1975, Burn and Broman clarified that vocabulary is the collection of words utilized by a person, class, or profession. As many of us know, when we have a discussion to communicate some knowledge or another, this is built from words. When students understand terminology well, they may easily have a notion in their heads and convey information to others.

Nowadays, the English language teaching and learning process is particularly concerned with pupils with individual characteristics. According to Wahrwein, Lujan, and DiCarlo (2007), students have three types of learning styles based on their preferred method of acquiring information. These learning styles are classified as visual (V), auditory (A), and kinesthetic (K), and are sometimes referred to as VAK learning styles. The pupils are seen to be unique and have magisterial qualities that distinguish them from one another. The problems that students have in acquiring English vocabulary impede the process of accomplishing the instructional learning aim. The instructor must find a method to make learning enjoyable and to push aside any threats that may arise throughout the process so that students are not afraid to participate. Using the cubing approach as a teaching tool is one way to make learning more enjoyable. Cubing is an instructional approach that requires pupils to explore an idea

from a number of angles. The cubes are six-sided figurines with a distinct activity on each side. A pupil rolls the cube and does the task that appears. Vocabulary cubes are a fun way to learn new words. Students extensively examine a given word in six distinct ways. If students find the learning process attractive they will participate in the learning process, which is essential for successful learning.

Cubing is a literacy method that use a concrete picture of a cube with six sides as a starting point for topic examination within subject areas. Tompkins (1990) defines the six sides as describing, associating, analyzing, applying, and debating. The phrase cubing technique refers to an approach that uses some arrangement on the cube template to help students understand the material (Caulfield and Jennings, 2005, quoted in Artoni, 2013). Students can deepen their views on the issue by using the cubing approach. Most learners fall into one of three categories based on how they like to acquire and process information: visual, auditory, or kinesthetic. Visual learners understand best when they see the contents, Auditory learners prefer to hear the materials, and Kinesthetic learners learn best by doing. These three classifications are referred to as VAK learning styles. The VAK learning styles are named after the three human observation channels: vision, hearing, and emotion. It implies that learners may be classified as having one of three preferred learning styles: visual, auditory, or kinesthetic (Sarasin: 2021).

In order that, the previous researcher said that cubing could improve students' vocabulary, this research aimed to find out the effectiveness of

using cubing strategy with Visual-Auditory-Kinesthetic (VAK) system to Improve students' vocabulary.

There is previous researcher that doing some similar studies about the use of cubbing to improve students' vocabulary mastery. The first was conducted by Patchareeporn Kantana (2019) in their journal entitled "*Effects of Active Learning and Cubing Strategy on Reading Comprehension Ability and Summary Writing Ability of Seventh Grade Students*" which showed that the reading comprehension ability and summary writing ability of the seventh grade secondary school students taught with active learning and cubing strategy had significantly higher scores on the post-test than the pretest at a statistically significant level of 0,5. The last previous study has been written by Afifah Nur Cholidah, entitled "*Applying Cubing Strategy to Enhance Students' Writing Ability of Recount Text*" from English Education of Syarif Hidayatullah State Islamic University Jakarta. This study used quantitative and qualitative method. This research aimed to the use of cubing strategy in improving students' writing ability of recount text at the Eight-grade students of MTs Al-Awwabin Depok.

Therefore, the writer interested to conducting research entitled "**The Effectiveness of Cubing Strategy with Visual-Auditory-Kinesthetic (VAK) system to Improve Students' Vocabulary Mastery at SMPN 1 Diwek Jombang**".

B. Formulation of Research Questions

Based on background of the study that had been explained, the research question can be formulated as:

“Is there any significant different score of students’ vocabulary mastery before and after being taught by using cubing strategy with VAK system at SMPN 1 Diwek Jombang?”

C. Purpose of the Study

Based on the formulation of research question above, this study research objective was:

“To find out the significant difference score on the students’ vocabulary mastery taught by using cubing strategy with VAK system effective or not to teaching vocabulary at SMPN 1 Diwek Jombang.”

D. Formulation of Hypotheses

Before conducting this research, the researcher proposed two hypotheses. Hypotheses is a tentative an explanation of the research problem, a possible outcome of the research, or an educated guess about the research outcome. the hypotheses are formulated with the assumption of t-test result as follows:

1. Null Hypothesis H_0

There are no significant different scores on students’ vocabulary mastery who have been treated by the cubing strategy with VAK system implemented in the learning process or if $> \text{sig } \alpha = 0.05$ (5%). It means that the alternative hypothesis (H_a) is rejected and the null hypothesis (H_0) is accepted.

2. Alternative Hypothesis H₁

There are significant different scores on students' vocabulary mastery who have been treated by the cubing strategy with VAK system implemented in the learning process or if $\alpha = 0.05$ (5%). It means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H₀) is rejected.

E. Significance of The Study

By conducting this research, the researcher hopes to contribute to the latest discovery of English language teaching in vocabulary. The researcher hopes that this research is expected to provide more information and can give advantages for the reader. As for the advantages that can describe for this include:

1. Theoretical Benefits

The result of this study is expected to give benefits, especially for SMPN 1 Diwek Jombang, so that it can be applied and it will be a way to make students interest in learning English.

2. Practical Benefits

a. English Teacher

By providing a range of media, it can assist English instructors in expanding their vocabulary. The instructor can find the most effective strategy for teaching vocabulary by experimenting with several ways.

b. Students

By using the cubing strategy, it may assist kids enhance their vocabulary while also encouraging them to acquire English so that they can organize and explore their thoughts.

c. The Other Researcher

It may be utilized as a resource for other scholars as well as a consideration for future researchers interested in the same themes as this one.

d. The Researcher

The future researcher might use this research as a source of inspiration or a reference to undertake future research on relevant themes. Furthermore, teachers may adapt this strategy for use in different language skills or types of texts, increasing students' competency and attentiveness to English study.

F. Scope and Limitation of The Study

To minimize misinterpretation of what the researcher has explained, the scope of this study is limited to be thorough and focused.

The scope and limitation of this researcher explained below:

1. The research focused on the using cubing strategy with VAK system toward students' vocabulary mastery
2. The researcher focused on the seventh grade of SMPN 1 Diwek Jombang

G. The Definition of Key Term

The researcher defined the key term that occurs in the research proposal as clear as possible to avoid the ambiguity:

1. Cubing strategy

Cubing is a practice that encourages pupils to consider a topic or concept from a variety of perspectives. It indicates that the cubing approach helps students have a better knowledge of the issue by utilizing six various views that are relevant to the topic. It enables pupils to examine a problem or topic from several aspects and build multidimensional insights.

2. VAK System

Based on how they like to acquire information, students have three distinct learning styles. VAK learning styles combine visual (V), auditory (A), and kinesthetic (K) learning methods (Wahrwein, Lujan, and DiCarlo: 2007).

3. Vocabulary Mastery

When learning a second language, these students suffer with vocabulary mastering. That is why having this type of knowledge is so important. Some professionals describe vocabulary as content that includes, but is not limited to, word discussion. Words vary from other logical units in that they may "stand alone" and yet be meaningful. When addressing vocabulary, however, the scope will include more than just units of meaning (Dela Rosa: 2022)

