

CHAPTER 1

INTRODUCTION

In this chapter, the researcher presents about the background of the research, formulation of the research problem, research objective, significant of research, scope and limitation of research, and definition of key term.

A. Background of the Research

Vocabulary is an element needed to assemble a word which will eventually become a complete sentence. This is in accordance with the opinion of (Hornby: 1984: 959), which explains that vocabulary is a collection of several words that are combined, so that they have meaning. Vocabulary cannot be separated from the four language skills, reading, writing, listening, and speaking. English learning requires an abundant vocabulary so that students can understand the meaning of each sentence. There are many ways and media that can be used to memorize vocabulary for students.

According to the EF English Proficiency Index 2023, Indonesia ranks 81st out of 113 countries in English proficiency. This result shows that English proficiency in the country is still low. This ranking suggests that current teaching strategies are not yet effective, especially in terms of vocabulary mastery. Quantitatively, only about 34% of elementary students are able to recognize 50 basic English words, based on data from the Indonesian Ministry of Education and Culture (2022). This statistic emphasizes the need for immediate intervention in vocabulary instruction at the elementary level. Without improvement, these numbers could stagnate or even decline.

The low level of vocabulary mastery at the elementary level is not just a local issue, but a systemic one. A limited vocabulary will negatively impact students' ability to comprehend texts, follow teachers' explanations, and construct both written and spoken sentences. The quality of language learning diminishes when students struggle to access basic vocabulary. As a result, student motivation drops due to feelings of inability to follow the material.

One promising alternative is the use of authentic materials. Peacock (1997) described authentic materials as real-life resources, not specifically designed for learning purposes. Examples include videos, audio, and texts from everyday life.

These materials increase comprehensible input, making it easier for students to learn new vocabulary. In natural contexts, students don't feel like they're rigidly learning a language. Instead, they feel immersed in real language usage. This aligns with Krashen's Input Hypothesis (1985).

Vocabulary is defined by Nation & Meara (2013); Coxhead & Demecheleer (2018) as a list or collection of terms for a certain language or a list or set of words that an individual speaker of the language might employ. One of the language aspects that should be learned is vocabulary. Learning vocabulary is crucial because we need to know vocabulary before we can speak, write, or listen properly (Hao et al., 2019; Saidbakhramovna et al., 2021).

Vocabulary is a challenging aspect of learning English since students must know and recall words and understand their meaning and how to use it in everyday settings, such as in a written or spoken context. To obtain genuine sense, students must interpret and blend words in context texts. Students can recognize a single word whether they read it or memorize it, so they can read, write, or listen to it. When children learn a new term and then read, write, understand, and memorize it, they have mastered vocabulary. The competency of a list or a set of words that evoke a language used by a given individual, class, or profession refers to as vocabulary mastery (Helmanda & Meutia, 2018). People cannot master English without having a strong vocabulary. Learning vocabulary makes it easier for people to communicate and comprehend written language (Faliyanti, 2015).

Therefore, the use of interesting learning media for students is very important to do. The right learning media will stimulate children to be more active and respond well when learning takes place. These various media are used to facilitate students in the process of memorizing vocabulary. One of them is using authentic materials. Authentic materials refer to texts, audio, videos, or any other real-world resources that were not specifically created for language teaching purposes but are used as learning tools in the classroom. These materials are originally intended for native speakers in everyday communication and reflect the natural use of language in real contexts. Then in this research, the researcher will use authentic materials in the form of poster, this media will provide a new atmosphere for students.

In addition, using authentic materials in the form of poster is suitable for use as a medium for memorizing vocabulary for elementary school students because playing while learning is also useful in helping the development of other important

abilities in early childhood. Children want to learn how things work, and they learn it through play. When children play while learning, they are indirectly also trained to solve problems, create things, experiment, and learn other new things. Based on the description above, the researcher decided to conduct a study located at SDN 2 Krosok Tulungagung, to find out the effectiveness of using authentic materials on vocabulary mastery. At SDN 2 Krosok, the 3rd grade students have not acquired a lot of vocabulary. In this schools, the teacher only used books as a medium of learning, so students must study vocabulary using conventional methods. That is reading the text in the book and memorizing it. Which allows students to feel bored and less interested. Therefore, the researcher compiled a study entitled "The effectiveness of using authentic materials on vocabulary mastery for third grade students' at SDN 2 Krosok Tulungagung."

B. Formulating of the Research Problem

Concerning the background of the study, the researcher formulated the problem of the study as follows: Is there any significant difference in using authentic materials on vocabulary mastery for third grade students' at SDN 2 Krosok?

C. The Purpose of the Study

Based on the research question, the purpose is to find out whether any significant in using authentic materials on vocabulary mastery for third grade students' at SDN 2 Krosok Tulungagung.

D. Formulation of Hypothesis

In short, a hypothesis means a prediction of a problem or an alleged relationship between two or more variables. There are two kinds of hypotheses, namely the null hypothesis (H_0) and the alternative hypothesis (H_a). (H_0) states negative, while (H_a) states positive. So, based on the researcher objective above, the hypothesis is:

1. Null Hypothesis (H_0): There is no significant difference in the vocabulary mastery of the third grade students at SDN 2 Krosok Tulungagung before and after being taught using authentic materials.
2. Alternative Hypothesis (H_a): There is a significant difference in the vocabulary mastery of the third grade students at SDN 2 Krosok Tulungagung before and after being taught using authentic materials.

E. Significant of the Study

It is expected that this study can be useful to the English teacher, the students, and the readers.

3. For English teachers

The results of this study are expected to give a contribution for the teacher as feedback to improve their technique in teaching English, especially to enrich student's vocabulary mastery.

4. The students

The use of authentic materials can make it easier students in the process of memorizing vocabulary. Thus, they can improve their vocabulary mastery.

5. The readers

This is expected to give information, model or reference to be developed for further studies. The researcher hopes that other researchers evaluate, revise, reconstruct, or modify this study and write further studies for other levels and objectives.

F. Scope and Limitation of the Study

6. Scope

The scope of this research will be limited to the third grade of elementary school students' at SDN 2 Krosok Tulungagung, using authentic materials as medium to improve vocabulary mastery for students.

7. Limitation

This research would be better if the researcher took more classes to be the object of research. So that the object of research is more diverse.

G. Definition of key terms

To avoid misunderstanding, confusion, and ambiguity regarding the concepts in this research, the researcher provided definitions of key terms that are important to understand. The definitions of key terms are:

8. Authentic materials

Authentic materials is one of the media can be used in the language learning process, especially in memorizing vocabulary. One description

of authentic materials says that their purpose is to communicate meaning and information and that they are produced for real communication rather than to teach language (Thomas, 2014).

9. Vocabulary Mastery

Vocabulary mastery is the ability of students to understand, retain, and use words correctly in various contexts. Hornby (2006:1645) defines vocabulary as all the words that a person knows or uses in a particular language. Vocabulary mastery involves both receptive knowledge (understanding words when heard or read) and productive use (using words in speaking or writing). It is crucial for language development, reading comprehension, and overall academic achievement.