

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the problem of the study, the objective of the study, the significance of the study, the hypothesis of the study, the scope and limitation and the definition of the key term.

A. Background of the Research

Globalization has influenced our life. It does not only give impacts to social, economy, and governmental system, but also to education. Indeed, globalization makes English become the international language compulsory for every people to communicate in this world. There are about billion people in the world today learn English as a foreign language. English as foreign language has been taught in Indonesia in different levels of education from elementary school until universities. This because, English is an international language, besides being used as a tool of communication, English is also used in science.

Nowdays, to adjust with the development of era, and the use of English, all start preparing to learn English as international language, both spoken and written. English development also brings impact to Indonesian curriculum. In foreign language teaching learning process, vocabulary plays an important role. It is one element that links the four skills of speaking, reading, listening and writing all together.

Vocabulary is one of the competences of the language. It is an important aspect on learning English. How well one can communicate with English is partly

dependent on how many vocabulary he has mastered. But in Fact, the main problem in teaching English in School is the less of the student's motivation in English because of their weakness to use the vocabulary.

In teaching a language, English is particularly very complicated. As a teacher, it is necessary to find new teaching media to overcome the problem and motivate the student. There are many media that can be used to increase students' vocabulary mastery such as visual aid, audio aid, and audio visual aid.

To make students interested in learning English, especially in vocabulary we need to use teaching media to make it more understandable and comprehensible. When teaching vocabulary the teacher should be more creative in teaching and keep the students away from feeling bored in learning English words. According to Saylor (1981:234) the continuous use of the same teaching model day after day generally results in boredom on the part of learners.

Based on the statements above, the researcher wants to introduce nursery rhyme (a kind of folk song) as the media in teaching vocabulary. Ramsey and Bayless (1982:2) say that folk songs, country music, and commercials all appeal to the young child and they can develop and extend vocabulary. Music activities also develop skills, increase attention span, improve comprehension and memory, and encourage the use of compound words, rhyme and images. It can be concluded that teaching vocabulary through nursery rhyme video is one of the appropriate techniques to interest the students in learning vocabulary.

MTs Darul Falah Bendiljati Sunbergempol is selected by researcher especially students at second grade as the object of the study, because the students

vocabulary abilities is less than other schools and the teaching media that are used in this school are so limited. The limitation of teaching media caused the teacher seldom teach using an appropriate media. Based on that statement the researcher hopes to teach by using nursery rhymes video as an alternative technique in increasing students' vocabulary mastery, as students are given something new and different from what they usually get in class. They are not only as the subject of the teaching learning process but also the participant.

Based on this explanation, the researcher is going to do this research by experimental with the title "THE EFFECTIVENESS OF USING NURSERY RHYME VIDEO TOWARD STUDENTS' VOCABULARY MASTERY OF SECOND GRADE MTs DARUL FALAH BENDILJATI SUMBERGEMPOL"

B. Research Questions

On the basis of the background, the research questions are formulated as follows:

1. How is the students' achievement in vocabulary mastery before being taught using "Nursery Rhyme Video"?
2. How is the students' achievement in vocabulary mastery after being taught using "Nursery Rhyme Video"?
3. Is there any significant difference in students' achievement in vocabulary mastery before and after being taught using "Nursery Rhyme Video"?

C. Research Objectives

The research objectives are:

1. This research is to know the students' achievement in vocabulary mastery before being taught using "Nursery Rhyme Video".
2. This research is to know the students' achievement in vocabulary mastery after being taught using "Nursery Rhyme Video".
3. This research is to know whether there is significance difference in students' achievement vocabulary mastery before being taught using "Nursery Rhyme Video".

D. Significance of the Research

The result of this research is hoped be useful for:

1. English Learner

It may motivate students to improve their interest in learning English since they will find out that learning English is not always difficult to learn. Their improvement of interest in learning English will help them master in English well.

2. English Teachers

It would give them a description about how to teach and to motivate the students to learn about English especially in vocabulary learning, they wouldn't stuck only in some particular teaching strategies. The use of media, in this context "Nursery Rhyme Video" could be a good alternative or variation in teaching vocabulary mastery, where it would make the students enjoyed following the lesson.

3. The Principles

By the understanding this study, there are expected to facilitate the teacher and the students in teaching learning English. Ofcourse, the preparation of facilities and education aids in other to make English teaching better is a requirement to master English language skills.

E. Scope and Limitation of the Research

There are teaching media which can be used to teach vocabulary to the students, such as movie, games, real object, picture, song, flash card, and video etc. The scope in this study is teaching vocabulary by using nursery rhyme it can by using audio visual media toward the improvement of the student's vocabulary mastery of the first grade of MTs Darul Falah Bendiljati Sumbergempol but in the implementation in this research, the writer limits the study in teaching English vocabulary by using audio visual media that is nursery rhyme video to deliver lesson for the student's.

F. Hypothesis

There are two kinds of hypothesis formulated; they are Null Hypothesis (Ho) and Alternative Hypothesis (Ha).

a. Null Hypothesis (Ho)

There is no significant different on the students' vocabulary achievement taught before and after using nursery rhyme video towards the vocabulary mastery of the second grade students' at MTs Darul Falah Bendiljati Sumbergempol.

b. Alternative Hypothesis (Ha)

There is significant different on the students' vocabulary achievement taught before and after using nursery rhyme video towards the vocabulary mastery of the second grade students' at MTs Darul Falah Bendiljati Sumbergempol

G. Definition of The Key Term

a. Effectiveness

The quality of being able to bring about an effect.

b. Vocabulary

Vocabulary in Cambridge Dictionary is all the words known and used by particular person and all the words which exist in a particular language or subject

c. Nursery Rhyme

That nursery rhyme is a traditional song or poem for young children. Since it is intended for young children, it follows a regular repeated verse for with rhyme and has a series of other discourse features, which make them easy to follow.

d. Video

Visual multimedia source that combines a sequence of images to form a moving picture.