

CHAPTER I

INTRODUCTION

1.1. The Background of the Study

Language is a system that connects thoughts, which can not be heard, seen, or touched. With sounds, letters, manual signs, or tactile symbols which can. In this way, one person's private ideas may be communicated to another person. Language in education is a central. It means by which is educational content is communicated. It is an object of study. It is an object of beliefs that are important in education. It is a key element of students' identities. So, language is a central communication and communication could be to someone's thought. Especially in language education is very important. Because the key of students understanding is very influential in learning.

English is an international language in communication. English is allowed to apply anywhere in their own countries freely, for purposes of governmental administrating behaviors, school education, communications in diverse events, or interaction in commercial institutions for doing business and marketing activities. So, in these are statements, the purposes or studies of English as a tool of communication in the world with another countries and primarily educational language.

In English learning, there are four basic skills have to be mastered by students. According to Tarigan (2015: 2) in the curriculum at school that normally included four aspects, they are listening, speaking, reading and writing. Language

skills are very important. Because it is very influential on self potential. Writing is one of skill has to be mastered to know and understand the arrangement of words and sentences. According to Marwoto (1987:12) writing is a person's ability to reveal ideas, thoughts, knowledge, science and life experience in writing good language, clear, expressive, easy to read and understood by others.

In writing skill needs vocabulary. Because without vocabulary, we can not convey what we mean in our minds to write. According to David Wilkins (Scott Thornbury 2002: 13) without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Based on this statement before learning grammar mastery, preferable if we must learn vocabulary mastery first. If learning vocabulary, it becomes broaden to our knowledge is extensive in writing.

Vocabulary mastery needs guidance and instruction through teaching vocabulary. Teaching vocabulary is not easy. There are factors that make some words more difficult supported by Thornbury. They are pronunciation, spelling, length and complexity, grammar, meaning, range, connotation and idiomaticity. It mean in learning vocabulary students have difficulties how to read in pronouncing word, how to spell, to know the meaning of word, how to write the word, use in grammatical pattern correctly in sentences. The students are still confused at school.

Based on researcher taught practiced field experience in study group located at SMP Generasi Bangsa. There is a problem. The students did not know vocabulary to make sentences. So, the researcher chooses a learning model to achieved educational learning goals. According to (Joyce & Weil, 1980:1)

learning model is a plan or pattern can used to a curriculum form (term learning plan length), learning design materials and learning guide in class or another. Learning model can used of the pattern choice. Learning model is very important to the students. Because learning model can make students guide to broaden knowledge in learning goal.

There are many learning models. The researcher is interested in Visualization, Auditory, and Kinesthetic (VAK) learning model. According to Shoimin (2014: 226) “VAK learning model is learning model most profitable using all three modalities to make the learners feel happy”. This learning model is multisensory learning style. The teacher does not only encourage students by using only one learning model, but trying to combine with another learning models to get greater abilities and covering students’ weaknesses. It keeps students always active learning in visual (remember), auditory (listening), kinesthetic (action/practice) and fell happy in direct experience.

Based on the statement above, the researcher is interested in conducting the research entitled “ The Effect Of Visualization, Auditory, and Kinesthetic (VAK) Learning Model On students’ Vocabulary Mastery” of the Eighth Grade of SMP Generasi Bangsa in Academic Year 2021/2022.

1.2. The Problem of the Study

Based on the background, the problem formulation of this study is identified: ‘Is there significant effect of using Visualization, Auditory, and Kinesthetic (VAK) learning model on students’ vocabulary mastery?’

1.3. The Objective of the Study

The Objective of this study to determine whether Visualization, Auditory, and Kinesthetic (VAK) learning model has a significant effect on students’ vocabulary mastery.

1.4. The Scope and Limitation

The researcher limits the subject and object of the research. The subject of this research is the Eighth Grade SMP Generasi Bangsa academic year 2021/2022. The object of the research is the effect of Visualization, Auditory, and Kinesthetic (VAK) Learning Model On students’ Vocabulary Mastery. In this study, the writer focuses on using Visualization, Auditory, and Kinesthetic (VAK) learning model by using pictures, verbal instruction, tactile- touch, feel as the medium for improving students vocabulary mastery. The teaching material that will be used in this study is the vocabulary about classroom things.

1.5. The Significance of the Research

The significances of this research are expected as follows:

1. English Teachers

The result of the research is expected to enrich teachers' knowledge in terms of teaching English vocabulary and to solve the problem of students' difficulties in memorizing the vocabulary

2. The Students

The result of this research is expected to be useful input for the students to encourage them to master and improve their English vocabulary.

3. Other Researchers

The result of this research is expected to give a new knowledge for other researcher to do the better researcher to solve the problems related to students' vocabulary mastery.