

CHAPTER I

INTRODUCTION

1.1 Background of the Research

Vocabulary is one of the most important aspects of teaching English. "For the average language student, vocabulary is crucial since it is the foundation of language.," according to Coady and Huckin (1998). It implies that developing vocabulary is essential to learning a language and being proficient in both written and spoken communication. Furthermore endorsing this assertion are Hatch and Brown (1995). "Language is constructed on the basis of vocabulary, which is essential to communication.," they argue. It explains how developing one's vocabulary helps one communicate thoughts and comprehend the fundamental abilities of others.

As it relates to vocabulary acquisition, Rivers in Nunan (1998) says that "Without a large vocabulary, we wouldn't be able to use the structures and functions we may have acquired for understandable communication, which makes vocabulary crucial for successful second language use." This notion suggests that learning a language facilitates the understanding and application of other communication concepts. McCharly suggests, obliquely, why vocabulary is crucial to language acquisition. "When we describe a language's vocabulary, we talk about its words mostly, but not only those words," contends McCharthy (1990). As a result, vocabulary is closely linked to the words that are learned in a particular language, making it essential to language learning. For example, words are utilized in all languages spoken around the world. Language and reality are connected by the meaning of words. They can serve as both an expression of the language user's feelings and a representation of things in actual life. Moreover, he believes that the most crucial component of any language training program is vocabulary. Whether a learner is adept in

L2 sounds or grammar, communication in a second language simply cannot happen in any meaningful way without words to communicate a wide range of meanings.

In fact, it is challenging to teach language to students, particularly in the junior high, many problems occur during the teaching process. Based on research presented by Sari and Wardani (2019), there are several difficulties and challenges faced when teaching vocabulary. The first challenge is the students' poor pronunciation and word meaning comprehension. Sedita (2005) adds that students' inadequate word meaning comprehension is another difficulty in teaching vocabulary. Students will be unable to comprehend the texts they read if they do not possess a sufficient understanding of word meanings. According to Harmer (2007), teaching students' phonetic symbols is crucial to helping them pronounce the words. As a result, when teaching vocabulary, teachers must take pronunciation into account. The second difficulty is students' poor memory and learning motivation, "Memorization is important for vocabulary learning if words cannot be remembered," claims Shen (2003). It is unlikely that many will be made correctly. Therefore, learning vocabulary requires memorization on the part of the students. Teachers must therefore pay attention to this issue. It is necessary to teach students how to memorize words. Finally, teachers' limited knowledge of the words and techniques. According to Dastjerdi and Amiryousefi (2010), one should be concerned with the definition of a word and the methods of teaching it. Therefore, before teaching vocabulary, instructors must prepare for the challenges by arming themselves with adequate word knowledge and useful strategies other than translation.

When the researcher carried out field practice in one school at MTS Muhammadiyah Jambi City (Madrasah Tsanawiyah is a formal education unit that provides general education with religious deepening knowledge and also Madrasah Tsanawiyah is equivalent to Junior high school). Researcher found several problems that were similar to those previously

mentioned regarding difficulties and challenges faced when teaching vocabulary, the main problem is that students have low vocabulary. This is evident from the students' inadequate vocabulary in simple English words. Students also have difficulty memorizing new vocabulary. In addition, students have difficulty classifying the parts of speech of a sentence (verb, noun, adjective). In this research, the researcher also tried folklore animated video media to improve the classroom situation, because during the teaching period during field practice the classroom atmosphere was not lively, students felt bored, they did not participate actively in the educational process, and the English class was boisterous. So the findings of this problem gave the researcher inspiration to conduct this research.

Based on the problems encountered by the researcher in schools, to encourage students to learn vocabulary, they require something fresh. When teachers use inappropriate or monotonous techniques in teaching vocabulary, students can become bored and unmotivated to learn. Students easily learn when they feel comfortable. One popular technique is to use animated video media. It is not sufficient to merely learn from notes and explanations; media is required to make learning English vocabulary more engaging. For students to more readily commit the words they are learning to memory, they require something concrete and unambiguous. When teaching vocabulary through cartoon films, educators can assist students in deriving definitions for unfamiliar terms from the animated sequences.

Because folktales are very popular among young children, the researcher used folktales combined with animated videos to overcome vocabulary mastery problems that students usually face. They adore traditional stories with talking animals, as well as their humor and magic. As a result, folktales can be used as the subject matter to engage the students in the lesson. Folktales feature a variety of unique qualities that make them particularly effective for language learning. They work incredibly well for teaching new

grammar and vocabulary because of their numerous repeats. Folktales have several qualities that make them simpler to understand than other types of literature because they were originally oral stories. Folktales are frequently published as children's books with simple language and illustrations that provide context many of them are understandable to learners with weak language skills.

Based on the experience and teaching that has been done during the school field practice period at MTS Muhammadiyah Jambi City as observation, the researcher decided to conduct research on improving student vocabulary mastery. Observations during the school field practice revealed that most of the students had a limited vocabulary, especially eighth grade where the researcher had taught. The author of this study will teach English using folklore as a teaching resource. It can assist students in achieving better results when studying language. It also seeks to add excitement to the classroom learning process. in order for students to find the lesson engaging and for them to effortlessly commit the term to memory.

1.2 Research Question

Based on this background, the problem raised in this research is how the use of folklore with subtitles in increasing vocabulary and also increasing class situation at eighth grade students of MTS Muhammadiyah Jambi City.

1.3 Research Objectives

Based on the formulation of the problem, this study aims to describe the increase in vocabulary mastery through folklore with subtitles and also the class situation in eighth grade students of MTS Muhammadiyah Jambi City.

1.4 Limitation of the Study

Since it is impossible to address every aspect of the issue, vocabulary study should be restricted. The study focuses on using folktales with subtitles to enhance students'

mastery of vocabulary and classroom environment. The researcher only assessed how the students translate the vocabulary from the video.

1.5 Research Benefits

Benefits from this research are anticipated in both theoretical and practical domains. In theory, this study should contribute to our treasure trove of information about writing instruction. Furthermore, it is anticipated that study will further the goals of teaching English, particularly with regard to vocabulary.

Then, in terms of practical benefits, it is expected that English teachers will find this research valuable, which can provide competence to choose and use the right techniques in improving vocabulary mastery and can provide provisions in solving students' difficulties in mastering vocabulary. It hopes that this research will help students become more proficient in vocabulary, which will facilitate their learning and make them more interested in studying English. In terms of students' vocabulary acquisition, researcher expect that this research will expand their knowledge base, offer fresh perspectives on the application of folklore attached with subtitles, serve as a resource for future research, and inspire other researchers to carry out additional research.

1.6 Definition of Key Terms

Folklore

According to the Meriamm-Webster dictionary, folklore is defined as traditional practices, stories, proverbs, dances, or artistic creations that have been passed down through a people. However, according to professional opinion, folklore can also be understood as a spoken language form of cultural expression that is closely linked to a society's social values and various cultural facets. Folklore used to be transmitted verbally from one generation to the next Suripan Sadi Hutomo (1991).

Classroom Action Research

According to O'Brien (2001), classroom action research is carried out when a group of people (students) identify a problem, then the researcher (teacher) determines an action to overcome it. During the action, the researcher observes its success or failure. If the researcher feels that the action is not satisfactory, the second action will be tried again and so on. The influence of action research is then studied in depth. As designers and users, teachers work collaboratively with other teachers, students or researcher from other educational institutions to devise actions that can help improve their performance.

Vocabulary

Vocabulary is defined as an individual's collection of words. Linse, 2005. Certain specialists provide definitions for terms. According to Hatch and Brown (1995), vocabulary is a list of terms for a specific language or a list or collection of words that particular language speakers may employ.