

## **CHAPTER I**

### **INTRODUCTION**

#### **A. The Background of the Study**

Language plays an important part in human life to communicate to express the ideas, feeling, and experiences. Language as a tool of communication is produced by combining word by word. The fundamental function of language is a means of communication.

There are four major skills that should be learned by the students. They are reading, writing, listening, and speaking. It is impossible if mastering on of the skills without mastering vocabulary. According to Richards (2002:255), Vocabulary is the core component of language and provides much of the basis for how well learners speak, listen, read, and write. In this case, vocabulary is important than grammar, because it is a word, which carries the content of what you want to say. The more word you know, the more you will able to communicate. The objective of the vocabulary is to make the students mastering all the language skills. It depends on the quality and the quantity of the vocabulary they have mastered. The richer vocabulary that can be mastered by the students, they will get the better skill that can be reached in using language skills.

Based on researchers' experience during observation in SMP Swasta Nusa Penida, Medan, from 30 students it was found they were only 13 could pass the passing grade (KKM) and the other students still could not pass the passing grade which the score that made by the teacher was 75, furthermore it was happened to the students because the teaching method that was used by the teacher was still the

traditional method. The teacher taught vocabulary from their text book by list of vocabulary and asked them to do the exercise of it. The researcher also found many of students have weakness in mastering vocabulary. Students found out the difficulties in understanding reading text, listening, speaking, and writing. When the teacher explained about the material and asked them to do some assignments, the students did not giving a good respond because they confused they did not have a lot of vocabulary and the students also did not bring their dictionary. The students did not pay attention and enthusiasm to English subject when they were studying. The teaching learning became monotonous and not interested because the learners did not understand what the teacher explained about. It makes the teaching learning process is run out conductively because if the learners did not have much vocabulary, they will not reach the four skills; Reading, Writing, Listening, Speaking.

From the fact the researcher found, as a teacher we must have perspective insight for the students need and we have to build their interested in learning English, also to make the students know many words in English, because vocabulary is the fundamental skill to support the others skills in English.

According to Dun (2009), learning style is many ways that people are to start in concerting, absorbing, processing, and soaking many new technical words and difficult information. It is necessary for English teacher to understand their learning style in learning strategy used in teaching and learning process.

Many teachers still used the traditional vocabulary instruction and current research obviously does not support traditional vocabulary instruction because

many of traditional vocabulary instruction technique used to learn vocabulary was do not work well because most students only remember the meaning of the terms beyond the test. Many teachers still rely on word lists, having students look up the definitions. However, this doesn't work, because in order the brain stores something new in permanent memory, if the students just look up the word and write the definition, it doesn't make any sense.

Teacher as a facilitator in the teaching and learning process should design an attractive learning strategy in order to enrich students in mastering vocabulary effectively. The aim of using an attractive learning strategy is to make of the particular lesson easy and motivate students to learn and understand. The learning strategy should make students enjoy and get interesting in learning English. One of the most common and widely-used categorizations of the various types of learning strategy is Fleming's VAK model (VAK; visual, auditory, kinesthetic).

Montessori (1912) says that educators have embraced a range of multi-sensory techniques in order to make learning richer and more motivating for learners. The term is used to refer to any learning activity that combines two or more sensory strategies to take in or express information. (<http://www.using-multisensory-approach-in-learning-english/journal.pdf>)

Multisensory learning is within reach and may be easily implemented in English classroom dynamics. Multisensory learning proposes that learning is realized by means of our five senses, through our capability to touch, smell, taste, hear and see. This way of acquiring knowledge from the world around us is part of ourselves. (Montessori 1912), educators have embraced a range of multi-

sensory techniques in order to make learning richer and more motivating for learners. The term is used to refer to any learning activity that combines two or more sensory strategies to take in or express information. Multi-sensory approaches have been particularly valuable in literacy and language learning, for example, in relationships between sound and symbol, word recognition, and the use of tactile methods such as tracing on rough or soft surfaces. The main objective of this project consists in showing the kind of interconnections we experience as learning individuals and in pointing out that these connections make our learning possible as well as easier. Especially, we will focus on how this kind of knowledge can help us in the long-term objective of learning a second language. (<http://multisensory-learning-applied-to-tefl-in-secondary-education/journal.pdf>)

So, the students can learn based on learning styles focused on the vocabulary, and we want students can learn easily, happily, and not bored based on their learning style. Multisensory Teaching Method helps students can see, hear, feel, and move to express a word.

Based on explanation, the research will be conducted by applying Multisensory Teaching Method to improve students' vocabulary achievement.

## **B. The Problem of the Study**

In relation with the background of the study, the problem is formulated in the form of a question as follows: "Is there any significant effect of applying

Multisensory Teaching Method on Students' Vocabulary Achievement in Reading?"

### **C. The Scope of the Study**

In Educational Unit Level Curriculum (Kurikulum Tingkat Satuan Pendidikan: KTSP), the students are expected to be able to listen, read, write, and speak in English. To achieve these four basic skills, students should have enough number of vocabularies. So, this study is focused on how the effect of applying Multisensory Teaching Method on the students' vocabulary achievement at the first grade of Junior High School especially in reading skill. Based on the syllabus in Educational Unit Level Curriculum (KTSP), the writer focused on the standard competency; the students are able to respond the meaning on short functional text. In this study, Multisensory Teaching Method means teaching more than one sense, sense of the modalities human, as VAK (Visual, Auditory, and Kinesthetic-Tactile). In teaching and learning process, the writer will focus on teaching vocabulary on the reading vocabulary at the first grade students of Junior High School.

### **D. The Objective of the Study**

The objective of the study is to find out whether Multisensory Teaching Method significantly affects students' vocabulary achievement in reading.

### **E. The Significance of the Study**

The result of the study is expected to be useful theoretically and practically. Theoretically, the result of the study is expected to be useful for the readers to

enrich their horizon in theory of English learning and for the researchers for their further study.

Practically, the result of the study is expected to be useful for:

1. English teachers, as an alternative teaching resource to give them more information about another strategy which can be applied in teaching vocabulary in order to improve their competence in teaching.
2. English learners, to enable them to improve their vocabulary achievement in reading.
3. The candidate of English teachers, as the additional information for their future teaching in the classroom.