

CHAPTER I

INTRODUCTION

This Chapter presents, (1) background of the study, (2) Identification of the Problem, (3) Limitation of the Problem, (4) Formulation of Problem, (5) The Objectives of the Study, and (6) The Significances of the Study

1.1 Background of the Study

Vocabulary is an indispensable component of language study, particularly in the context of learning English (Hidayatullah et al., 2022). Insufficient knowledge of vocabulary can impede one's ability to effectively communicate through speaking, reading, listening, and writing. In fact, vocabulary mastery is the primary aspect that language learners should focus on, especially when studying English. Primary school students, in particular, greatly benefit from developing a strong command of English vocabulary, as it allows them to comprehend others' speech and express their own ideas with clarity. To effectively communicate in a specific language, it is crucial to master its vocabulary as a first step, as noted by David in (Wahyudi, 2019). Vocabulary serves as the Everest of language, demanding initial mastery to achieve effective communication.

Furthermore, vocabulary acquisition plays a vital role in enhancing the four language skills: listening, speaking, reading, and writing (Sumardi, 2020). Before delving deeper into these skills, a solid foundation in vocabulary is necessary. Without an adequate vocabulary repertoire, students may struggle to understand spoken language, resulting in difficulties in comprehending conversations or lectures. Similarly, expressing oneself becomes challenging when the necessary words and phrases are absent from one's vocabulary.

Recently, English has become a subject that has started to be taught in Elementary School. Therefore, several problems appeared dealing with vocabulary mastery. In general, children feel unfamiliar with English. Particularly at primary school level, where English is the first thing they encounter and learn. Most of the students who enter school with limited vocabulary knowledge, then some of them do not read outside of school and students who have not background knowledge of English. Consequently, when they heard about English for the first time the students felt unfamiliar about what they heard. Another thing that happened was when English becomes the first subject taught to students, they lack of confident when pronounce the words.

Within the teaching and learning process, other challenges occur that students are actively involved, but they are quiet slow in memorizing words and also having trouble pronouncing it. Additionally, the limited time of study to better understand the material provided by the teacher and availability of diverse vocabulary resources is limited, including visual aids, audio materials, and interactive tools, which could otherwise enhance vocabulary learning.

In this study, there are 27 students observed in the class. Most of the students got lower scores under the Minimum Completeness Criteria or *Kriteria Ketuntasan Minimal (KKM)* in vocabulary proficiency. The Minimum completeness Criteria is 75, among them only 4 students who got between 75 and 80. The remaining 23 students got less than 75 in the class. Therefore, the teachers need to find an appropriate way to improve student's vocabulary mastery in the classroom.

To overcome these challenges, it is essential for teachers to adopt dynamic and engaging teaching methods. By implementing appropriate learning models and strategies, educators can address students' vocabulary-related difficulties and foster

their comprehension and mastery of the subject matter (Madhanty et al., 2017). Additionally, leveraging technology and multimedia resources can provide students with immersive language experiences, making vocabulary learning more interactive and enjoyable.

In conclusion, vocabulary-related challenges often arise in the teaching and learning process. Limited vocabulary and difficulties in understanding English vocabulary can hinder students' language development. However, by implementing effective learning models and strategies, teachers can overcome these challenges and enhance students' comprehension and mastery of vocabulary. It is crucial for educators to move away from monotonous teaching methods and create engaging and relevant learning experiences that promote active student participation and foster a genuine interest in vocabulary acquisition.

To tackle these challenges, various learning models can be employed to effectively teach vocabulary. Among these models, the researcher has opted for the Visual, Auditory, Kinesthetic (VAK) Learning Model. This model acknowledges and accommodates different learning styles by incorporating visual, auditory, and kinesthetic elements into the instructional process. This research presupposes that utilizing Neil & Baume (2006) VAK (Visual, Auditory, and Kinesthetic) learning modalities as a foundation, a classroom management toolkit could serve as a vital resource to assist pre-service teachers in early childhood education with the implementation of effective classroom management techniques. By engaging multiple senses, the VAK Learning Model enhances the effectiveness and efficiency of vocabulary acquisition (SUAIB, 2019).

Moreover, according to Ramadian (2020) VAK Learning Model encourages students to learn through visual aids, such as charts, diagrams, and images, which

help them visualize and associate new vocabulary with concrete representations. Auditory elements, such as listening to authentic recordings, participating in oral activities, and engaging in discussions, allow students to hear new words in context and reinforce their understanding through auditory processing. Furthermore, the kinesthetic aspect of the model involves physical movement and hands-on activities, enabling students to actively engage with vocabulary through gestures, role-plays, and interactive exercises.

By incorporating the VAK Learning Model, the researcher aims to create a dynamic and engaging learning environment that caters to the diverse learning preferences and strengths of students (Indrawati, 2021). This model not only facilitates vocabulary retention but also promotes higher levels of student motivation and participation in vocabulary study.

Based on the identified problem statement, the researcher's primary objective is to investigate the effectiveness of the Visual, Auditory, Kinesthetic (VAK) Learning Model in enhancing students' vocabulary. The research project, titled "Improving the fourth grade student's vocabulary mastery through applying Visual, Auditory, Kinesthetic (VAK)" aims to explore how this model can be leveraged to improve vocabulary instruction and student motivation. By conducting this study, the researcher intends to contribute valuable insights and recommendations that can inform and enhance vocabulary teaching practices in the educational setting.

1.2 Identification of the Problem

After conducting the initial observation at SDN 53 Lubuklinggau, several issues were identified in the research as follows:

1. Students are slow in memorizing vocabulary.

2. Students have difficulties to pronounce the words.
3. Students embarrassed and lack of confident to pronounce the words.

1.3 Limitation of the Problem

The problem of this study is limited towards to improve the Fourth Grade Students' Vocabulary Mastery through Applying Visual Auditory (VAK) at SDN 53 Lubuklinggau.

1.4 Formulation of the Problem

The researcher has formulated the following research question based on the problem statement: How could Visual Auditory Kinesthetic (VAK) improve the fourth grade students' vocabulary mastery?

1.5 Objective of the Study

The objective of the research is to know and describe how Visual Auditory Kinesthetic (VAK) could improve the fourth grade students' vocabulary mastery at SDN 53 Lubuklinggau.

1.6 Significant of the Study

The significance of the study lies in its potential contributions to both theory and practice in the field of language education which is consist of the students, teachers, schools, researchers, and the writer herself.

1. For the students

Visual, Auditory, Kinesthetic (VAK) learning model used in this study is expected to be able to improve the students' vocabulary mastery in an enjoyable classroom environment.

By investigating the effectiveness of the Visual, Auditory, Kinesthetic (VAK) learning model in improving vocabulary skills among fourth-grade students, the study can provide empirical evidence and insights into the effectiveness of this particular instructional approach.

2. For the teachers

This research is expected to provide and develop new innovations so that the teachers can use Visual, Auditory, Kinesthetic (VAK) learning model and it can be one of the alternatives in English teaching to other teachers to improve their students' vocabulary mastery.

3. For the school and other related institutions

This study is expected to be useful in contributing to developing the quality of teaching and learning achievement as well as having a major effect in increasing school credibility and preparing students to continue their education to the next level.

Practically, the findings of the study can have direct implications for language teachers, curriculum designers, and educational policymakers. Understanding the effectiveness of the VAK learning model in improving vocabulary skills can inform instructional practices and curriculum development efforts. It can provide guidance on the selection and implementation of effective teaching strategies to enhance students' vocabulary acquisition and usage.

4. For other researchers

From a theoretical perspective, the study can contribute to the existing body of knowledge on vocabulary acquisition and instructional strategies. It can help validate and expand upon previous research findings regarding the benefits of multimodal

learning approaches, such as the VAK model, in enhancing vocabulary learning outcomes. The study can also shed light on the specific aspects of the VAK model that are most effective in supporting vocabulary development, thus informing future research in the field.

5. For the researcher herself

This research will be a very valuable experience for researcher in developing their knowledge and it is expected to become professional teachers in their fields.