CHAPTER I

INTRODUCTION

In this chapter, the researcher would like to discuss the background of the research, the statement of the problem, the objective of the research, the significance of the research, and the operational definition.

1.1 Background Of The Research

Teaching English vocabulary in vocational high school is quite challenging because students do not always use it in daily activities. In addition, most vocational children attach great importance to their skills. With such an understanding, vocational children need more confidence in their English skills. In the researcher's experience, when the researcher had a PLP in SMKN 3 Pati, the researcher found that the students still needed more interest in studying English vocabulary because of the monotonous media.

Many teachers have strategies to help students learn vocabulary, especially in vocational high schools. Because the students are more focused on the skill program and make the student lacking study English vocabulary. Through the little conversation with some teachers in the vocational school, the teachers mostly use communicative language learning as a method and conversation as the media to enrich the student vocabulary. The media conversation used by the teachers is based on the student's skill program in the school. Some teachers use English songs too for teaching vocabulary, although some use conversation.

The researcher would like to offer a fairy tale video as the media to help the teacher to teach vocabulary. The Previous research about using fairy tales to enhance the learners' writing skills has proven that fairy tales are an excellent method to enhance writing skills. According to Yavuz, F. & Celik, G.Y. (2017), as the previous researchers, they stated that fairy tales could be an excellent method because fairy tales can eliminate the problem somehow by triggering learners' imagination. An unrestrained expression of imagination means that there is no right or wrong, which also means they are not being criticized for their production, making them feel more secure. They can hide the characters they

create. They can freely take the side of benevolent or malevolent. Another problem that writing learners experience is structural confusion.

According to Jumriah. R, Maemuna. M & Munir (2022), English Fairy Tale video is a show in English that tells stories about legends, mysteries, magic, and other topics. English fairy tale videos can also be used as an educational exercise. The media used are audio-visual media, which use audio to hear English conversations and visuals to see situations and expressions used when using words or sentences in English fairy tale videos. From the explanation above, the researcher concludes that Fairy Tale Videos can be used as teaching media to teach vocabulary because, in the video, we can hear the vocabulary clearly and see the vocabulary. From that, we can learn vocabulary through the audio and visuals from Fairy Tale Video.

Based on the explanation above, the researcher has been doing the research with the title "THE EFFECTIVENESS OF FAIRY TALE VIDEO FOR TEACHING VOCABULARY OF THE TENTH GRADE STUDENTS IN SMKN 3 PATI 2022/2023 ACADEMIC YEAR".

1.2 Statement Of The Problem

Based on the background of the research above, the formulation of the problem that revealed in this study can be stated, as follows:

RQ 1: How is the tenth grade students' vocabulary mastery of SMKN 3 Pati before being taught using media fairy tale video?

RQ 2: How is the tenth grade students' vocabulary mastery of SMKN 3 Pati after being taught using media fairy tale video?

RQ 3: Is there any significant differences between the tenth grade students' vocabulary mastery before and after being taught by using media fairy tale video?

1.3 Objective Of The Research

The objectives of the research which are arranged by the researcher of this study, as follows:

1. To find out the students' vocabulary mastery before being taught by using media fairy tale video.

2. To find out the students' vocabulary mastery after being taught by using media the fairy tale video.

3. To find out the significant differences between students' vocabulary mastery before and after being taught by using media fairy tale video.

1.4 Significance Of The Research

This study will have the following benefit:

1. Theoretical benefit

    It can be used as academic media for education. And the results of the research paper enrich vocabulary, especially in English vocabulary teaching.

2. Practical benefit

    a. Teacher; The findings of this study can help teachers to improve students' vocabulary on learning process.

    b. Students; The finding of this study can improve the method of vocabulary teaching in learning process.

    c. Next researchers; The findings of thus hopefully become one expected to be a useful reference for conducted similar research in vocabulary teaching and learning process of English.

1.5 Operational Definition

Effectiveness; The effectiveness is a successful way in achieving the aim which has been settled before. The effectiveness of strategy which used in teaching process can help the teachers to achieve the goal of learning.

Teaching Vocabulary; Thronburry (2007) mentioned that the principles the acquisition of vocabulary in a second language, and sketched some possible implications for teaching. The most important points are learners need a critical mass of vocabulary, achieving critical mass requires both intentional and incidental learning.

Fairy Tale; Fairy tale are stories that range from those in folklore to more modern stories.

The Tenth Grade Student; The tenth grade student are students that enroll in the first year of the high school. Usually, tenth grade student are in the age of 15-16 years old in the 2022/2023 Academic Year.