**CHAPTER I**

**INTRODUCTION**

1. **Background**

English is an international language used most of the countries. However, in Indonesia, English is considered as a foreign language. English represents international language which needs to be mastered to communicate and compete in globalization era. By mastering English, student will be easy to access world information and technology, and it can give barer opportunity to develop themselves and also get better opportunity to face the competition in the future in all sectors. Although the learning of English has big benefit for the future of student and have conducted in schools, but practically student still find difficulties in studying it and there still some problems of studying English. There are four skills of English study which must be mastered by student namely listening, speaking, reading, and writing. All the skills are related one and another. There is no division in young children’s minds between oral and written communication in English – to them, listening, speaking, reading, and writing are interrelated aspects of the same activity (Opal Dunn: 1984). So that, in process of teaching, teachers have to include the four aspects.

The essential thing which is required in learning English is vocabulary. English becomes an essential thing which has to be mastered by Indonesian people because the needs in influencing people, interaction, exploration, explaining, growing, and introducing their identity to others (Wilkinson, 1986). Vocabulary is the most crucial thing in communication because the mistakes in using the words may cause miscommunication or misunderstanding. There are many ways of which have been conducted to increase English vocabulary, like reading literature, conversation, listening, making pocket word list, multimedia, watching television and game.

Thus, in studying English teachers have important role that is as a facilitator, evaluator and motivator. Therefore, teaching is a very unique activity of human, because it is not only sharing their knowledge and experience but also they can learn how to understand the character of human being. Human was created by various character and behavior. So the duty of a teacher is to understand the character. Susilana in Anggita (2012:10) stated that learning is an interaction of teaching and learning. In teaching, teachers have to really understand students’ mental condition and also students’ physical condition.

Teaching English vocabulary is an important area of effort and investigation. Vocabulary is one of language elements which should be concerned first to be taught to the beginner. Having knowledge of vocabulary may help learners or teacher to express their ideas and opinions as a part of communication. Brown (1994:365) argues that vocabulary should be put in the first place of language teaching before the grammar or word orders of a language, because it has always been the central aspect of foreign teaching besides grammar. Without mastering vocabulary, the student cannot communicative effectively. McCharty (1990:viii) states that vocabulary is important for communication, without words to express a wide range of meanings, communication in a second language just cannot happen in any meaningful way.

One important thing of using learning style in teaching is easiness for teacher to include it into teaching instruction. Musrofi (2011) stated that teacher have to accelerate the technique with students’ learning styles to make teachers’ explanation about the subject easy to understand. Therefore, teaching technique is important in teaching and learning process because it is the key for teacher to present what students need to know related to the lesson. Interesting atmosphere can gain students’ attention and improve students’ motivation in learning process.

Most of student in Junior High School is about 13 until 15 years old. In this period, they had transition from childhood to teen-age. Children are more interested in playing than studying. Their brains are in the process of growing which make it easier to input and absorb information. The conditions above lead the using of learning style or teaching technique help the students to gain information.

There are many different learning styles. Three of the most popular is visual, auditory and kinesthetic which easy to student to accept the information. Some students are visual learner, while another is auditory or kinesthetic educative participant. Whereas student use all their sensory to accept information, they seems to have preference in the way they learn best.

 A study conducted by Specific Diagnostic Studies found that 29 percent of all students in elementary and secondary schools are visual learners, 34 percent learn through auditory means, and 37 percent learn best through kinesthetic/tactile modes (Miller:2001). So that before teaching process, teacher need to indentify the students’ character. In order to, to assist student learn, teacher require to be aware of such condition of the student. Teacher can include this learning style in their curriculum activity so that student can succeed in their class.

SMP Negeri 7 Watampone is one of popular school in Watampone because it is located in port area. Finding out that most of students’ vocabulary mastery at SMP Negeri 7 Watampone has not satisfying. Consequently, they need to be introduced to the – what is called – real language. The fact shows that many students get difficulties to comprehend English text material due to their poor vocabulary mastery. Furthermore, sometimes the students ask question how to learn vocabulary. So that teacher should help the students in learning it and how to memorize the words in the long term memory. In the other word, teacher should give chance to the students to listen, to speak, to read and to write English. Therefore, the researcher intends to conduct a study related to the use of Visual Auditory Kinesthetic (VAK) Learning Styles in English class under the title of “*The Use of Visual Auditory Kinesthetic (VAK) Learning Styles to Increase Students’ Vocabulary”*

1. **Problem Statement**

Based on the background above, the researcher would like to formulate problem statement as follows:

1. Does the use of Visual Auditory Kinesthetic learning stylesincrease the students’ vocabulary?
2. Are the students interested in studying English through Visual Auditory Kinesthetic learning styles?
3. **Objective of the research**

The objectives of this research are:

1. To find out whether or not the Visual Auditory Kinesthetic learning stylesincreases the students’ vocabulary.
2. To find out whether or not the students are interested in studying English by using Visual Auditory Kinesthetic learning styles
3. **Significance of the research**

The results of the research are generally expected to be:

1. The reference for teacher, particularly English teacher at Junior High School in increasing the students’ vocabulary by using Visual Auditory Kinesthetic learning styles
2. The useful information for teachers, particularly the English teachers at Junior High School to develop their teaching skill by using Visual Auditory Kinesthetic learning styles, so their activities become more enjoyable, effectively, communicatively and functionally;
3. The source of information for teachers or other researchers who want have further study about the use of Visual Auditory Kinesthetic learning stylesin teaching
4. **Scope of the Research**

The scope of this research is limited to three aspects they are: discipline, content and activity. The discipline of this research is under the review of linguistic study. The content of this research restricted in the use of Visual Auditory Kinesthetic learning styles in increasing vocabulary of students SMP Negeri 7 WATAMPONE. It means that, this research is restricted on two main cases; the first is the use Visual Auditory Kinesthetic learning styles. The second is about the interest of student in learning vocabulary by using Visual Auditory Kinesthetic learning styles. The next scope of this research is activity which restricted on the teaching vocabulary by using Visual Auditory Kinesthetic learning styles.