CHAPTER I
INTRODUCTION

This chapter presents the aspect dealing with introduction. Those aspect are: background of the study, statement of the problem, purpose of the study, significant of the study, scope and limitation, and definition of key terms.

1.1 Background of the Study

Nowadays, the term of multimedia has become popular in the field of education. It is because there are many teachers use multimedia in their teaching-learning process. Misra and Reddi (2003:6) said that, in the early of 2000 the use of multimedia has increased since the multimedia is used in the teaching-learning process. It means that multimedia has the important rule in education area because multimedia can help the teachers in delivering the material to their students. The teachers do not have to spend long time to make some explanation or write down the material in the whiteboard because the material have been provided before in multimedia.

Multimedia is regarded an effective and great media in teaching foreign language, especially in teaching vocabulary. Brett, in Nurul (2011:2) Multimedia language learning environment can deliver authentic input provides meaning language learning task, delivering feedback on those tasks and can be manipulated according to the needs of the user. It means that multimedia provides an important motivator in the language teaching process because it covers authenticity to the
classroom situation and braces students to the direct relation between the language classroom and the outside world.

The elements of multimedia are also regarded an effective treatment for teaching English, especially in teaching vocabulary to young learner. It means that those elements of multimedia such as graphic, video, audio and animation are able to help the young learners in learning English. Rieber (1994) stated that graphics are effective in creating mental images that have to improve, recall, retention and imagination of information being learn. Thus, animation and text are effective treatment in teaching vocabulary to the young learner.

Therefore, although multimedia has a widely use in teaching-learning process, there are many teachers still have got problems in the use of this media. The teachers have difficulties in operating this media. There are many cases of the use of multimedia that failed because of the low skill of teachers in using this media. The teachers can not develop their effort to maximize their ability in operating this media.

In relation with the used of multimedia in teaching English, Atik Cahya (2007) has conducted a research on “Audiovisual media used in teaching vocabulary at SDN Balongsari 5 Mojokerto”. The result of her study showed that the English teacher of SND Balongsari 5 Mojokerto used multimedia (computer and LCD) in teaching vocabulary. The LCD was one of the audiovisual media, which was hardly used. The teacher’s problems in using multimedia were: the low skill of the teacher in using multimedia, the time allotment in preparing audiovisual aids, especially multimedia (computer or LCD) needed a long time
and the availability of facilities, such as speakers that could support the media was low.

The second, Sri Wahyuni (2006) had a research on “The problem of using audiovisual aids in teaching English at SMU Salahudin Malang”. The result of her study showed that the teacher of English in SMU Salahudin Malang used two kinds of audiovisual aids in teaching English. They were multimedia projector (LCD) and videodisk set (CD). The teacher’s problems dealing with the audiovisual were: the low skill of teacher in using audiovisual aids to make them more interesting for students, time allotment on giving the material and preparing audiovisual aids especially multimedia projector (LCD) took a long time, the evaluation of using the audiovisual aids was discussion and the fund allocation to provide audiovisual aids was the teacher’s fund.

Considering the matter of phenomena and such research above, it is very important for the writer to conduct this research since multimedia has many important rule and widely use in teaching learning process, especially in teaching English. The writer wants to analyze the use of interactive multimedia in teaching vocabulary.

This study will be conducted at State Elementary School Sukabumi 10 Probolinggo. The English teacher of State Elementary School Sukabumi 10 Probolinggo uses the interactive multimedia in teaching English, especially in teaching vocabulary. Interactive Multimedia (Hofstetter:2001) is the integration of digital media including the combination of electronic text, audio, video, graphics, and animation into a structured digital computerized environment that allows students to interact with the data in the computer. The objective of the uses of this
media is to increase the graduation quality of State Elementary School Student of Sukabumi 10 Probolinggo especially in vocabulary mastery. So, they are expected to have a high quality in learning English in their next level.

1.2 Statement of the Problems

Referring to the background of the study, the research problems are formulated as follows:

1. How does the teacher apply interactive multimedia in teaching vocabulary?
2. What are the problems faced by the teacher in applying interactive multimedia in teaching vocabulary?
3. How does the teacher solve the problems in applying interactive multimedia in teaching vocabulary?

1.3 Purposes of the Study

Based on the question above, the specific objectives are presented as follows:

1. To know how the teacher applies interactive multimedia in teaching vocabulary.
2. To find out the problems faced by the teacher in applying interactive multimedia in teaching vocabulary.
3. To know how the teacher solves the problems of applying interactive multimedia in teaching vocabulary.
1.4 **Significance of the Study**

Basically, this study is expected to give input or contribution for the beginner teacher, because this study provides the application of interactive multimedia, the problems faced and the solution done to overcome the problems.

For the teacher, by knowing the result of the problems and causes of the problems faced by the teacher in applying the interactive multimedia in teaching vocabulary, the teacher will know what has to do in maximizing the preparation and planning before applying the interactive multimedia in teaching vocabulary.

Another expectation, it can be used as reference for the next researcher who wants to conduct the similar studies.

1.5 **Scope and Limitation**

Based on the background of the study, the scope of this study is on the application of multimedia in teaching vocabulary. It is limited to the application of interactive multimedia used by the teacher to teach vocabulary at State Elementary School Sukabumi 10 Probolinggo.

1.6 **Definition of Key Terms**

To avoid misunderstanding, there are several key terms that must be clarify in this study. The key terms are defined as follows:

1. **Vocabulary** is a total number of words that make up a language; vocabulary refers to all words in the whole language or the words and phrase used in particular variety (Nation, 1990)

2. **Teaching vocabulary** (Nation:1990) is directly related to some other language activities. It means that teaching vocabulary is the activity of introducing new
words that related to some other language. So, teaching vocabulary is the activity of understanding new word that is unknown before.

3. **Multimedia** is the exciting combination of computer hardware and software that presence of text, video, audio, graphics, and animation which organized into some coherence (Philip, 1997). This means that this media have high component quality.

4. **Interactive multimedia** (Hofsetter:2001) is the integration of digital media including combination of electronic text, video, audio, graphic, and animation into a structured digital computerized environment that allows student to interact with the data for appropriate purpose. It means that Interactive multimedia is a media which the user or the student allowed directly interact with the media itself.

5. **Apply** is a processes of the use in particular situation (Webster’s, 1994).

6. **Application** is the action how the way to use in particular situation that related to the computer.