CHAPTER 1
INTRODUCTION

This chapter presents background of the study, statements of the problems, purpose of the study, significance of the study, scope and limitation, and definition of the key terms of this study.

1.1 Background of Study

English is one of the most important language for communication. So, learning English is very important in this global era. Because it is the key to get involved in the development of scientific and technological information worldwide. The transfer of scientific and technological information is mostly presented by English. Consequently, it is important to learn English, including the English language components, such as pronunciation, grammar, and vocabulary.

Vocabulary is one of the important points of English learning. By mastering vocabulary well, we can understand the four language skills in English (reading, writing, speaking, and listening). That is way vocabulary building should be given to learners, especially elementary school students in order to make them have stronger base in learning English.

Most individuals concerned with the development and education of the young children hold certain principle and beliefs about what children should learn and how this learning should take place. Joan Beck (1977, in Siti Mufida, 2003) the early age children are very enthusiastic in learning a
language, either the mother tongue or a foreign language. The aim of teaching English in elementary school is that students should have four language skills, such as reading, writing, speaking, and listening in simple pattern.

In addition, teaching to children in elementary school is not easy job. We must have extra power to teach them, because they have certain characteristic and need certain treatment. The students sometimes face some problems in accepting English that given to them. So, we must give basic vocabulary to make them understand English. Consequently, the teacher must have preparation to teach them. Sometimes, the teacher uses media as the teaching tools to make the lesson more interesting.

According to Buckingham (2003), media define as a medium. It is a substance or a channel through which effect or information can be carried or transmitted. Media is the similar to concepts of “information” and “communication” (Daniela, 2010). In the field of education, communication media offer a great contribution in the development and upgrading in an educational institution. Therefore, by “media education” we understand the study, the teaching and learning of modern communication and we consider it an expression as part of a specific field of knowledge and self teaching theory and practice.

There are many kinds of media to be applied in teaching English, but basically media are divided into three kinds. The first is visual, such as pictures, models, graphs, sketsa, charts, poster, flannel board, flash card, photos, etc. The second is audio, such as radio, tape recording. The third is audiovisual, such as television, film, video, OHP, multimedia, etc. From the
third media above, the audiovisual media is more effective and efficient than other media (visual and audio) to improve the result of students learning in understanding the information about the lesson (Hadi, 2010).

Hamzah (1985, in Rohmawati, 2009) audiovisual is devices which are audible (can heard) and visible (can be seen). Audiovisual makes communicative effective. Audiovisual include all aids used in learning activities to clarify the words and concepts. By using audiovisual, a teacher can give information to student more easily and the students can understand the information easily too, because the students do not only listen to what the teacher said and taught, but also can see, notice, and felt it directly.

This kinds of study have been done by students at University of Muhammadiyah Malang. Wahyuni (2006) conducted a literary study on “The Problem of Using Audiovisual Aids in Teaching English at SMU Solahudin Malang”. Found that the teacher problems dealing with the audiovisual aids are: (1). the skill in using audiovisual aids to make the audiovisual aids interesting for students, (2). time allotment in preparing audiovisual especially multimedia projector (LCD), (3). evaluation of audiovisual aids, and (4). fund allocation to provide audiovisual aids.

Another research conducted by Ni’mah (2007), entitled A Study of Using Media in Teaching English at SMU 3 Madiun, showed that the teacher used several of teaching media, they are visual media consist of: whiteboard, real object, overhead projector, and text book. Audio media consist of: radio, tape recorder, and language laboratory. Audiovisual media consist of: VCD player,
television, and computer internet. The teacher used appropriate media for teaching in each English skill.

In addition, study conducted by Hapsari (2007), about The Effectiveness of Using Different Teaching Media to Teach Vocabulary to Young Learners, found that the value of significant was .000 and this value is lower than .050. It means that the alternative hypothesis was accepted. In other words, it can be stated that there was significant difference score of using audio teaching media and visual teaching media in increasing the student’s vocabulary mastery. Based on the result of two groups post test, mean score of using visual media is 76.52 and mean score of using audio media is 68.91. It can be concluded that teaching vocabulary using visual media more effective than using audio media for the students.

Based on explanation above the writer is interested in conducting a research entitled “AUDIOVISUAL MEDIA USED IN TEACHING VOCABULARY AT SDN BALONGSARI 5 MOJOKERTO”.

1.2 Statement of Problem

1. What is the multimedia used in teaching vocabulary at SDN Balongsari 5 Mojokerto?

2. What are the problems faced by the teacher when they use the multimedia in teaching vocabulary at SDN Balongsari 5 Mojokerto?

3. How does the teacher at SDN Balongari 5 Mojokerto solve the problems?
1.3 **Purpose of the Study**

1. To know the multimedia used in teaching vocabulary at SDN Balongsari 5 Mojokerto.

2. To know the problems faced by the teacher when they use the multimedia in teaching vocabulary at SDN Balongsari 5 Mojokerto.

3. To know how the teacher at SDN Balongsari 5 Mojokerto solve the problems.

1.4 **Significance of the Study**

The result of this study is expected to give both theoretical and practical significances. Theoretically, the result of the study is expected to give the contribution and information about technique in using audiovisual especially multimedia for teaching vocabulary. Practically, it is hoped to give feedback to English teachers of using audiovisual especially multimedia in teaching vocabulary, so that their students have better achievement. For the students of SDN Balongsari 6 Mojokerto, this study is expected to give them motivation, more interested, and enjoy studying English. Furthermore, for the next researchers, this study is hoped to be useful as primary data to conduct further studies.

1.5 **Scope and Limitation**

The scope of this study is using audiovisual media in teaching vocabulary, and in this study, it is limited on the use of multimedia in teaching vocabulary at the first grade of SDN Balongsari 5 Mojokerto.
1.6 Definition of Key Term

1. Media: Technical equipment that allows people to communicate their thoughts, no matter the form and purpose of expression. (Balle, 1995, in Daniela, 2010).

2. Teaching: Showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. (Brown, 2000).

3. Vocabulary: A list of words and often phrases, usually arranged alphabetically and defined of translated; a lexicon or glossary. (The American Heritage Dictionary of the English Language- 4th ed).

4. Teaching Vocabulary: The instruction that is used to develop of the student’s ability in using vocabulary items in conversation. (Mufida, 2003).

5. Audiovisual: An aid, other than printed matter, that uses sight or sound to present information: language tapes, videocassettes, and other audiovisuals. (The American Heritage Dictionary of the English Language-4th ed).

Any devised which can be seen and can be heard to present information, such as film, videocassettes, TV, etc.