

CHAPTER I

INTRODUCTION

A. The Background of The Problem

English is probably the most important language in the world because it is used as the language for international communication. So, it is important to be learned. Because of the fact above, so English is taught to the students of Elementary school up to the students of the university at all departemens in our country besides teaching of our own national language.

In Indonesia, English as a foreign language. The field of foreign language teaching has undergone many fluctuations and dramatic shifts over years. As opposed to physics or chemistry, where progress is more or less steady until a major discovery causes a radical theoritical revision (Kuhn, 1970), language teaching is a field where fads and heroes have come and gone in a manner fairly consistent with the kinds of changes that occur in youth culture.

Kuskariri (The English teacher of *SDN 2 Kemantren*) informs the researcher (5th of April 2012) that the most students (70%) of that school always find difficulties in learning the English vocabulary. Many students felt difficult to pronounce the words, they felt hard to remember the words and they felt bored when they learn English. English teacher of the school tries to

overcome this problem by teaching vocabulary through pictures but this effort has not met the expected results yet.

The students problem is certainly becoming the teachers problem. It is proved that in reality the students found a lot of difficulties in vocabulary wherever they have an English class. In fact, the teacher in the teaching and learning process of the media of teaching or teaching aids. Therefore, the teacher should make use of the teaching aids and be able to solve the students difficulties. In this case, the teacher should find the way out to help the students, especially at the fourth grade of elementary school, when they learn to speak, to read, and to write. The students feel that English is one difficult school subjects besides mathematics, physics, science. The school has no choice because it is very difficult to get an English teacher right now in such as small village. The important thing is how to select or use the useful strategy and method in carrying out the process of teaching and learning. In the real teaching and learning process, the teacher tried to apply a strategy or method in teaching English including the use of audiovisual aids. Gavin Dudeney and Nicky Hockly assumed that the students are growing up with technology (audiovisual aid), and it is a natural and integrated part of their lives. For these students the use of technology is way to bring outside world into classroom. Some of students will in turn become teachers themselves. The students will learn English, especialy English vocabulary with video as audiovisual aid.

Azhar Arsyad (2011: 36) inform that:

video adalah suatu sistem penyampaian pengajaran dimana materi video rekaman disajikan dengan pengendalian komputer kepada penonton (siswa) yang tidak hanya mendengar dan melihat video dan suara, tetapi juga memberikan respons yang aktif, dan respon itu yang menentukan kecepatan dan sekuensi penyajian.

(video is a system of instructional delivering that material of video is given with using computer to the audiences (students) who not only listen and watch video and sound but also giving active responses, and the response which determine speed and sequence of delivering).

Based on the explanation above, the researcher is interested to find way out to help the students to solve the difficulties or problem in learning language, especially in their competence of vocabulary. That is why in this research the writer is focusing on the application of video as audiovisual aids and the students competence of English vocabulary at the fourth grade of SDN 2 Kemantren.

B. The Identification of Problem

The identificatins of the Problem are as follows:

1. The Research Area

The research area is vocabulary. To learn a vocabulary in the students native language (indonesian) of course, they will not find many difficulies because the students absolutely know the meaning of words. But, to learn in english vocabulary, of course the students will get many difficulties. The case is the teacher should has a good methods or aids to help her/him in

teaching vocabulary in order that the students understand easily.

The aid is video as audiovisual aid.

2. The Kinds of the Problem

Many kinds of the problem to learn English, such as the students limited knowledge of vocabulary, the students feel difficult in writing English vocabulary, The students feel difficult in pronouncing English vocabulary, The students feel bored in learning English and many others problem.

3. The Main of the Problem

The main problem is that the students are hard to learn the English vocabulary. So the researcher will try to know, the influence of the use of video as audiovisual aids on the students competence of vocabulary.

C. The Limitation of the Problem

In learning English the students will always get the difficulties. On the other hand, the proof that the students learn a language is their ability in using the language in accordance with the function of the language namely, a tool of communication.

To handle the miss-understanding and miss-receiving In this research, the researcher will limit the problem which has correlation which the title of my research. The writer used educational video as audiovisual aid, like video about vocabulary “ at home” and “part of body” to improve the students

competence in learning English Vocabulary. To achieve the purpose of writing this thesis, the researcher would like to limit the material only about the students difficulties in building up English vocabulary. The writer take the place of research in SDN 2 Kemantren and use population research. The number of population of research is 47 students and taken from 4th grade of SDN 2 Kemantren.

D. The Questions of the Research

1. How good is the application of using video as audiovisual at the fourth grade students of *SDN 2 Kemantren*?
2. How is the students competence of vocabulary?
3. Is there any positive and significant influence of using video as audiovisual on the students competence of vocabulary?

E. The Aims of the Research

1. To know the application of using video as audiovisual at *SDN 2 Kemantren*
2. To know the students competence of vocabulary
3. To know the positive and significant influence of using video as audiovisual on the students competence of vocabulary.

F. The Usefulness of the Research

The research will give some benefits as follows:

1. Theoretical benefit

- a. The research can be useful to other researcher who wants to conduct a research that is related to the same theme that is vocabulary.
- b. The research will give clear description on the implementation of teaching vocabulary using audiovisual aids in improving students vocabulary.

2. Practical benefit

- a. The result of teaching vocabulary using audiovisual aids can bereference for English teacher in order to improve the students'vocabulary using video as Audiovisual aids.
- b. The result of learning using video as audiovisual aids can be useful for the students in improving their vocabulary.

G. Operational Definition of Variables

There are two variables of the research, namely independent variable and dependent variable. An independent variable is a variable that influence the dependent variable or it can be said that the dependent variable is bound to to the independent variable and it can change while the independent variable changes. The independent variable in this research is called the X variable. The X varieble of thr reseach is the use of video as audiovisual

aid. The use of video as audiovisual aid is one of instructional media which use a system of instructional delivering that material of video is given with using computer to the audiences (students) who not only listen and watch video and sound but also giving active responses, and the response which determine speed and sequence of delivering. . And the dependent variable is called the Y variable. The Y variable of the research is the students competence of vocabulary. The students competence of vocabulary is the students mastery in recognizing English words both in form of the words such as parts of speech and its meaning that will decide the students competence in using the words into a sentence correctly and appropriately either for productive competence (speaking and writing) or receptive competence (speaking and listening).

H. The Assumptions of The Research

The assumptions of the research are based on the research which was done by Azhar Arsyad (2011: 172) that :

Informasi yang disajikan melalui multimedia berbentuk dokumen hidup, dapat dilihat di layar monitor atau ketika di proyeksikan ke layar lebar melalui overhead projector, dan dapat didengar suaranya, dilihat gerakannya (video atau animasi). Multimedia bertujuan untuk menyajikan informasi dalam bentuk yang menyenangkan, menarik, mudah dimengerti dan jelas. Informasi akan mudah dimengerti karena sebanyak mungkin indera, terutama telinga dan mata, digunakan untuk menyerap informasi itu.

(The information which is given through multimedia formed life document can be watched in monitor or when projected to the screen by overhead projector, and can be heard its sound, watched its movement (video or animation). Multimedia aims to give

information in shape which is joyful, interesting, easy to be understood and clear. Information will be easy to be understood because many sense of body, especially ears and eyes are used to get the point of information).

The explanation above shows that by using multimedia as instructional media in teaching bring the students to joyful learning, the students will be easy to understand the material. Video is part of multimedia. So, by using video as audiovisual aid will help the students to understand the materials easily, not except in learning vocabulary.

In Robert Heinich's book (*Instructional Media and Technologies for Learning*, 1993: 454) Donna M. Brinton inform that:

Whatever the approach, language teacher seem to universally agree that media can and do enhance language teaching, and thus in the daily practice of language teaching we find the entire range of media (one of medias is video) assisting teachers in their job, bringing the outside world into the classroom and in short, making the task of language learning a more meaningful and exiting one.

The information above makes the researcher presume that by using media, especially video, It will help the teachers in teaching learning and making the task of language learning a more meaningful, not except learning vocabulary.

In Robert Heinich's book (*Instructional Media and Technologies for Learning*, 1993: 456) Donna M. Brinton expalins that:

Audiovisual materials provide students with content, meaning and guidance. They thus create a contextualized situation within which language items are presented and practiced.

Based on the explanation above the audiovisual aid is a suitable media to apply in learning vocabulary. The students will be easy to get the point.

I. The Hypothesis of Research

According to Arikunto (2006:71) hypothesis is a temporary (responding) on the problem of research till proven through collecting data. Hypothesis of research has functions, it is giving a temporary answer of problem or research question. There are two hypothesis which is used in this research, they are:

1. Alternative Hypothesis (H_a) : There is influence of the use of video as audiovisual aid on the students competence in vocabulary.
2. Null Hypothesis (H_0) : There is no influence of the use of video as audiovisual aid on the students competence in vocabulary

In this research the writer wants to prove that there is positive and significant influence of the use of video as audiovisual aid on the students competence in vocabulary at 4th grade of *SDN 2 Kemantren*. There are two variables here, they are X variable and Y variable. X variable in this thesis is the influence of using video as audiovisual and Y variable in this thesis is the students competence of vocabulary at the 4th grade of *SDN 2 Kemantren*.