

CHAPTER I

INTRODUCTION

In this chapter, the writer discusses introduction of study which consists of background of the study, problems of the study, objectives of the study, significance of the study, scope and limitation, framework of discussion, definition of key terms and framework of thinking.

A. Background of the Study

Language learning is important for human's social development. As language that used by more than a half of population in the world, English holds the key as international language. English is a tool of communication among people of the world to get trade, social-cultural, science, and technology goals. Moreover, English competence is important in career development, therefore student need to understand and use English to improve their confidence to face global competition.¹

English is a tool of the international communication; it plays an important role in our country. English is a foreign language, which thought in the school, since elementary school up to university. The purpose of English teaching is to enable the student to use the language in a real communication. It means that students can use the language comprehensively both in written and spoken.²

¹ Paramita Isabella, *Student's Learning Achievement with Traditional Assessment and Portfolio Assessment*: Jambi University: 2008, p. 1.

² Yulia Tika, *English Teaching Media by English Teachers at MAN Model of Palangka Raya*, STAIN Palangka Raya, 2007, p. 1.

English as a formal subject is given to Elementary school level, which the goals are translated as follows: “The goals of teaching and learning English for this level are improving the four English skills. They are the mastery of the receptive skills (reading and listening) and the mastery of the productive skills (speaking and writing), within a specified word level and relevant grammatical structure and nations, in their context of the specified themes which are enclosed for junior or senior high school students.”

The fact shows that the result of teaching learning English is still low. That can be a wonder about the condition of the student’s English ability. The students have learned English from the Fourth grade of elementary school until senior high school, but most of them still cannot use English as tool of communication. It is not only happened to the students who have score below five, but the students who have score over eight in elementary school cannot use English in real communication in their level. Besides, their receptive skills are also below the expectation. For example, the students who have graduated from senior high school, they still find difficulty in reading English literatures.³

These failures are influenced by many factors. It happens because of the education system at school just transfer the dead knowledge where the knowledge is separated from the application. Teachers teach materials that have been tested. The goal is that the students get good score in the final test. In other way the low of the students’ quality in teaching and learning English happens because the students are used to memorizing and doing multiple

³ Paramita Isabella, *Student’s Learning Achievement...*, p. 1.

choice assignment. It shows that the process of teaching and learning English is not so support the improvement of life skills. Students can get good score in the final test and they can memorize the theory well but they cannot use English in real communication.

In the English learning process, the teacher should be able to make a good learning situation in the classroom. One of the important things in English teaching is the media used. Media are the tools to develop the activities in teaching learning process. The teachers have to make the various media. If the teachers can make a good situation in classroom and have good media in teaching, the material can be reached well. Media that has been used is appropriate with the material that has been taught.

There are some kinds of media, such as audio media, visual media, and audio-visual media. The audio media refers to media that rely on sound such as radio, cassette recorder, etc. visual media refers to media that rely on pictures such as magazines, pictures, etc. then the audio-visual media is a composite of two media above such as TV, computer, video, and the like.

Media have the important position in giving an English teaching because they give contribution greatly to the students' progress in language teaching process. They have some function as the stimulus that can arouse the students' motivation in learning. Therefore, the English teacher should mastery the types of teaching media to create the students' preparation and to be active in teaching learning process. The condition and situation should support the

teaching learning process. In this case, the teacher who teaches can prepare where the media that make students more motivation in their learning is.

In this study the writer interested to research one of the audio-visual media that is used by the teacher in teaching vocabulary in English subject. That media is video media.

Video is a powerful tool in today's classroom. It provides strong context through which to teach English specially to tech vocabulary. Meaning comes alive and it brings the outside world into the classroom and gives your teaching "reality". Video also provides all the paralinguistic features of language that audio only can't.

There are tree assumptions in this study for the teacher in teaching vocabulary using video as media. The first is that the teachers must be ready and prepare material in lesson plan before teaching to the students and to measure students' ability in learning vocabulary. The second is that the teachers must be ready and prepare the video that related with the material in the class. The last is that the teacher can assist students in developing the topic and influence in some other capacity that are listening, writing, reading and speaking.

The writer is interested to conduct the research MI Al-Jihad Palangka Raya because in that school audio-visual media such as DVD, VCD, or video soft-file from computer was sometimes used by the English teacher when taught about vocabulary in English subject. The purpose of using video media

is to brace up and to call students' motivation in learning English subject and they can be spirit when they are speaking and memorizing.

The reason for choosing at the fourth-grade students of MI Al-Jihad Palangka Raya is because at the fourth-grade of elementary school students was as the first they taught English subject by the teacher. All of them have problems in learning English vocabulary when they were taught by the teacher using video as audio-visual media and they face barriers in learning English vocabulary process. They have difficult to learn and understand what they showed. The writer studies about how the teacher use the media, what is the problem of using it and how the teacher solve that problem.

Based on the background of the study above, the writer conduct the research entitle: **The Use of Video as Audio-Visual Media in Teaching Vocabulary at the Fourth-grade Students of MI Al-Jihad Palangka Raya.**

B. Problem of the Study

Based on the background of the study above, the problems of the study are as follows:

Based on the background of the study above, the problem of the study are:

1. How is the proses of using video as audio-visual media in teaching vocabulary at the fourth-grade students of MI Al-JIHAD Palangka Raya?
2. What are the problems faced by the teacher when he is using video as audio-visual media in teaching vocabulary at the fourth-grade students of MI Al-JIHAD Palangka Raya?

3. How does the teacher solve the problems of using video as audio-visual media in teaching vocabulary at the fourth-grade students of MI Al-JIHAD Palangka Raya?

C. Objective of the Study

The objectives of the study based on the problem of the study are as follows:

1. To describe how the teacher use video as audio-visual media in teaching vocabulary at the fourth-grade students of MI Al-Jihad Palangka Raya.
2. To describe the problems faced by the teacher using video as audio-visual media in teaching vocabulary at the fourth-grade students of MI Al-Jihad Palangka Raya.
3. To describe how does the teacher solve the problems of using video as audio-visual media in teaching vocabulary at the fourth-grade students of MI Al-JIHAD Palangka Raya.

D. Significance of the Study

This study is aimed at investigating the use of video media in teaching vocabulary. This study had two significances. The first is theoretical significant and the second is practical significant.

Theoretically, the result of this study could give contribution to support the theories on teaching-learning English as a foreign language, especially for students at elementary school. Therefore, it is expected to enrich students' ability in vocabulary by using video media.

Practically, it is expected to describe the process of using video media in teaching vocabulary, and the problems of using video media in teaching vocabulary, and the solutions used to solve the problems by the English teacher. Therefore, data finding could help the teacher and students to solve the problems faced by them.

E. Scope of the Study

The study is only conducted at the fourth-grade students of MI Al-Jihad Palangka Raya and only conducted how the teacher uses Video Media in teaching vocabulary. The writer needs about two months to collect all of data accurately and briefly. The data needed makes this study reasonable and acceptable.

F. Framework of the Discussion

The frameworks of the discussion of this study are:

- Chapter I : Introduction that consists of the background of the study, problem of the study, objective of the study, significances of the study, scope of the study, framework of the discussion, the definition of key terms and framework of thinking.
- Chapter II : Review of Related Study that consists of vocabulary, media, audio-visual media, video as audio visual media, teaching vocabulary in elementary school and the related study.
- Chapter III : Research Method that consists of Method of the study, time and place of the study, subject and object of the study,

technique of collecting data, data endorsement and analysis of the data.

Chapter IV : Research findings and discussion which consists of the process of Using Media Video in Teaching Vocabulary at Fourth-Grade of MI Al-Jihad Palangkaraya, The Problems of Using Media Video in Teaching Vocabulary at Fourth-Grade of MI Al-Jihad Palangkaraya and The Solution to solve the problem of Using Media Video in Teaching Vocabulary at Fourth-Grade of MI Al-Jihad Palangkaraya.

Chapter V : Conclusion and Suggestion.

G. Definition of Key Terms

1. Vocabulary is the total numbers of the words in language known by Individual the words are used as vehicle of the language to express one's idea. In other words, it is a number of words possessed by learners.⁴
2. Teaching vocabulary is to help the students bringand get the meaning from word signs, signals, and symbols. To reach the goal of teaching vocabulary, the students must be taught in many things about words and their meaning as well as the words themselves.⁵

⁴AS Hornby, *Oxford Advanced Learners` Dictionary*. London: Oxford University Press. 1897, p.1331.

⁵Jeremy Harmer, *How To Teach English: New Edition*, China: Pearson Education Limited, 2007, p.83

3. Video media is one of audio-visual media that has of sound and image elements. These media types got a better capacity for audio media and visual media only. In free encyclopedia the term Video is an electric medium for recording, copying and broadcasting of moving visual image.⁶ In this study, video is the object of the study and as the media used by the subject of the study in teaching vocabulary at the fourth-grade students of MI Al-Jihad Palangka Raya. And the subject of the study here is the English teacher of MI Al-Jihad Palangka Raya.

H. Framework of Thinking

In education institution, there were teaching learning process that applied to transform and deliver the knowledge. One of the activities that applied in the education institution is also teaching learning process of English, particularly teaching vocabulary. Video as audio-visual media is used by the English teacher in teaching vocabulary. It is to increase students' ability in comprehending some words in English.

MI Al-Jihad Palangka Raya as one of the schools in Palangka Raya was taught English. Teaching vocabulary is one of subjects taught by the teacher. At the Fourth-grade students, the teacher used Video as audio visual media to give more knowledge and experience. But, in fact many students could not learn it well. They faced difficulty on learn it. It is caused by some problems by students of using video as audio-visual media in learning English to improve

⁶ Audio-visual from Wikipedia, The Free ENCYCLOPEDIA in http://en.m.wikipedia.org/wiki/Video#section_2 , accessed on March, 27th 2013.

vocabulary score. Therefore, it was interested in investigating the use of video as audio-visual media in teaching vocabulary.

Figure 1.1
Frame of Thinking

