

CHAPTER I

INTRODUCTION

A. Background of the Study

In learning a foreign language, vocabulary plays an important role. It is one element that links the four skills of speaking, listening, reading and writing all together. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately.

Azwani (2010) argues that even though students realize the importance of vocabulary when learning language, most students learn vocabulary passively due to several factors. First, they consider the teacher's explanation for meaning or definition, pronunciation, spelling and grammatical functions boring. In this case scenario, language learners have nothing to do in a vocabulary learning section but to listen to their teacher. Second, students only think of vocabulary learning as knowing the primary meaning of new words. Therefore, they ignore all other functions of the words. Third, students usually only acquire new vocabulary through new words in their textbooks or when given by teachers during classroom lessons. For example, learners find many new words in a text and then ask the teacher to explain the meanings and usages. Forth, many learners do not want to take risks in applying what they have learnt. Students may

recognize a word in a written or spoken form and think that they already "know the word", but they may not be able to use that word properly in different contexts or pronounce it correctly.

To meet the goal, many teaching techniques can be implemented. One of them is using multimedia. Multimedia can be used to teach vocabulary to the student. Collins, *et al.* (1997: 104) state that multimedia give the power to the learners to explore and manipulate the information, beside to construct their own knowledge base. In other words, by using multimedia as learning tool, the learner can interact with learning tool because multimedia provide the audio visual stimuli.

In this research the writer takes SMP N 1 Tawangharjo as the setting to be observed because English lesson has become material at school. English was first time to be given to the seventh grade students in SMP N 1 Tawangharjo. Location of SMP N 1 Tawangharjo is a bit far from the city, but the school's facilities are complete. In this school vocabulary is taught by using multimedia such as LCD projectors. Not all junior high school in Grobogan has already used multimedia in teaching vocabulary. Besides, this school is one of the favorite schools in Tawangharjo. From the reasons above the writer chooses this school to be observed.

Based on the background above the writer decides to carry out a research entitled "A DESCRIPTIVE STUDY ON TEACHING VOCABULARY USING MULTIMEDIA AT THE SEVENTH GRADE

STUDENTS OF SMP N 1 TAWANGHARJO GROBOGAN IN 2012/2013 ACADEMIC YEAR”.

B. Problem Statement

Based on the background study, the writer formulates the following problems:

1. How is the implementation of teaching vocabulary using multimedia at the seventh grade students of SMP N 1 Tawangharjo Grobogan?
2. What are the problems faced by the teacher in teaching vocabulary using multimedia at the seventh grade students SMP N 1 Tawangharjo Grobogan?
3. How do the students respond to teaching vocabulary using multimedia at the seventh grade students of SMP N 1 Tawangharjo Grobogan?

C. Objective of the Study

Based on the research problems, the writer has the following objectives:

1. to describe the implementation of teaching vocabulary using multimedia at the seventh grade students of SMP N 1 Tawanghajo Grobogan,

2. to describe the problem faced by the teacher in teaching vocabulary using multimedia at the seventh grade students of SMP N 1 Tawangharjo Grobogan, and
3. to know the student's response about the teaching vocabulary using multimedia at the seventh grade students of SMP N 1 Tawangharjo Grobogan.

D. Limitation of the Study

In doing the research, the writer limits his research on teaching vocabulary using multimedia at the seventh grade students of SMP N 1 Tawangharjo Grobogan in 2012/2013 academic year. It is also that this school is one of the favorite schools in Tawangharjo.

E. Significance of the Study

There are two significance of this study:

1. Theoretical Significance

Related to this research, the writer hopes that this research can be used as reference for the other researcher who wants to conduct research about teaching vocabulary.

2. Practical Significance

- a. For English teacher, the result of the study can be a reference to improve their ability and competence in teaching English.

- b. For the students, teaching vocabulary using multimedia will be expected to be able to motivate the students to be interested in learning English vocabulary.
- c. For the researcher, the result of the research can be the reference for implementation of teaching vocabulary using multimedia.

F. Research Paper Organization

The organization of the research paper is given to make the readers understand the content of the research paper.

Chapter I is introduction which deals with background of the study, problem statement, objective of the study, limitation of the study, significance of the study, and research paper organization.

Chapter II presents review of related literature. It concerns with previous study, the notion of vocabulary, kinds of vocabulary, teaching vocabulary, characteristics of young learner, the notion of multimedia, and type of teaching media.

Chapter III is research method. It presents the type of the study, subject of the study, object of the study, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV is research finding and discussion.

Chapter V is conclusion and suggestion.