

**THE USE OF MULTIMEDIA IN TEACHING VOCABULARY TO
THE FIRST GRADE STUDENTS AT
SMP MUHAMMADIYAH 7 SURAKARTA
IN 2014/2015 ACADEMIC YEAR**



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ABSTRACT

The study aims to describe the use of media in teaching vocabulary to the first grade students at SMP Muhammadiyah 7 Surakarta in 2014/2015 academic year and to know the students' response to the use of multimedia in teaching vocabulary. This study is a descriptive qualitative research. The object of the research is teaching vocabulary using multimedia. The data sources are event, informant and document related to teaching vocabulary using multimedia. The technique of data analysis used in this research is an interactive model. It deals with reducing the data, displaying the data and drawing conclusion and verification. The result of this study shows that (1) the objectives of teaching vocabulary using multimedia are the students are able to understand the generic structure and the language features, the students are interested in the material presented and not being bored, to make teaching-learning process would be more effective and to make the students easy in understanding the lesson materials, to help the students are able to answer the exercises, (2) the material used in teaching vocabulary is suitable with the curriculum, (3) The procedure of using media in teaching vocabulary are pre-teaching, whilst teaching, closing, (4) the students' response to the use of multimedia in teaching vocabulary is positive in which most of the students become active, motivated to learn, controlled well. They can also understand the materials well.

Keywords: Multimedia, Teaching Vocabular, Using Multimedia

ABSTRAK

Penelitian ini bertujuan untuk menggambarkan penggunaan media dalam pembelajaran kosakata untuk siswa kelas satu SMP Muhammadiyah 7 Surakarta ditahun akademik 2014/2015 dan untuk mengetahui respon siswa terhadap penggunaan multimedia dalam pengajaran kosakata. Penelitian ini merupakan penelitian deskriptif kualitatif. Objek penelitian ini mengajarkan kosakata menggunakan multimedia. Sumber data acara, informan dan dokumen yang terkait dengan pengajaran kosakata menggunakan multimedia. Teknik analisis data yang digunakan dalam penelitian ini adalah model interactive. Ini berkaitan dengan mengurangi data, menampilkan data dan menarik kesimpulan dan verifikasi. Hasil penelitian ini menunjukkan bahwa (1) tujuan pengajaran kosakata menggunakan multimedia adalah siswa mampu memahami struktur generik dan fitur bahasa, siswa

bahasa, siswa tertarik pada materi yang disampaikan dan tidak merasa bosan, untuk membuat proses belajar mengajar akan lebih efektif dan untuk membuat siswa mudah dalam memahami materi pelajaran, untuk membantu siswa mampu menjawab latihan, (2) bahan yang digunakan dalam pengajaran kosakata sesuai dengan kurikulum, (3) Prosedur menggunakan media dalam pengajaran kosakata pra-mengajar, inti kegiatan, penutup, (4) respon siswa terhadap penggunaan multimedia dalam pengajaran kosakata adalah positif dimana sebagian besar siswa menjadi aktif, termotivasi untuk belajar, terkontrol dengan baik. Mereka juga dapat memahami materi dengan baik.

Kata kunci: Multimedia, Pengajaran kosakata, Penggunaan Multimedia

A. Introduction

In teaching English, vocabulary has an important role in progressing the student's knowledge in English language. Decarrico (2002) in Fauziati (2010: 61) argues that "vocabulary learning is central to language acquisition, whether the language is first, second, or foreign". Vocabulary is a basic competence to support the other skills of English, namely listening, speaking, reading, and writing, so vocabulary should be given more attentions to be taught from the earliest stage of learning.

Teacher should find the best method for teaching vocabulary. Teachers should also give appropriate technique in teaching vocabulary which is relevant and motivating to the learners. Students learn best by seeing the value and importance of the information presented in the classroom. If the students are not interested in the material presented, they will not learn it. In order to achieve the ultimate goal of student learning, it is important to use a combination of teaching methods and to make the classroom environment as stimulating and interactive as possible. One of the interesting media which can be used to teach vocabulary is multimedia. Collins, et al (1997: 104) states that multimedia give the power to the learners to explore and manipulate the information, beside to construct their own knowledge base. Teachers try to find the most effective way to create a better foreign language teaching and learning environment through multimedia technologies. The purpose of using multimedia tools is to find the best ways for both students to learn effectively and teachers to teach efficiently.

There are many schools in Surakarta, are now using multimedia. SMP Muhammadiyah 7 Surakarta is one of the schools where the teacher uses multimedia in his/her teaching. The teacher try to find the effective solution to improve the vocabulary mastery of the first grade students of SMP Muhammadiyah 7 Surakarta. The use of multimedia will help pupils to be creative and able to communicate effectively in English. The students will learn how to analyze and evaluate the language and the multimedia and respond creatively to new technology.

The objectives of the study are to describe the implementation of teaching vocabulary using multimedia to the first grade students at SMP Muhammadiyah 7 Surakarta in 2014/2015 academic year and to know the students' response to the use of multimedia in teaching vocabulary. This study has theoretical significance and practical significance. Theoretically, the result of this study can enrich the technique of teaching English vocabulary. Practically, the result of this study can be applied by teacher in teaching vocabulary so that the students are motivated and interested to learn more and can be used as a reference for other researchers in conducting otherresearch, especially research on teaching vocabulary.

Regarding to research on teaching vocabulary, Yuwanita (UMS, 2012) conducted a research on Teaching English Vocabulary by Using Games to the Fourth Year Students of SD Negeri 2 Bogor Cawas Klaten in 2011/2012 Academic Year. The purposes of her study are to describe the implementation of teaching vocabulary using games, the responses of the students, the effectiveness of games, and the strength also the weakness of teaching vocabulary using games. The results of her study are by using games, the students are easier to absorb new vocabulary and absolutely they enjoy learning the material.

Secondly, Maryinah, Siti (UMS, 2008) conducted a research on Teaching English Vocabulary Using Cooperative Learning Method with Jigsaw to the First Year Students of SMP Muhammadiyah 4 Pernalang Petarukan. She described the process of teaching English vocabulary by focusing on the jigsaw procedure. The

methods in this research were taken from test, documents, list observation check, and interview.

Thirdly, Istiani (UMS, 2005) conducted a research on Teaching Vocabulary Using Games at Aisyah Kindergarten Margosari Karang Malang, Sragen. The research shows that there were 20 learners who increased their vocabulary achievement, there were 3 learners decreased their vocabulary, 1 learner had static achievement. This research has relationship in teaching young learner using tools in learning methodology.

Lastly, Nugraha (UMS, 2013) conducted a research on Teaching Vocabulary Using Drink Package for the Fourth Grade Students of SD Negeri 1 Krebet Masaran Sragen in 2012/2013 Academic Year. The purpose of his study is that using drink package is more effective than just using handbook because the students can achieve the target vocabulary well.

Based on the researchers above, the writer wants to apply different techniques in teaching vocabulary by using multimedia. This research focuses on the use of multimedia in teaching vocabulary to the first grade students at SMP Muhammadiyah 7 Surakarta in 2014/2015 academic year.

B. Research Method

This study is a descriptive qualitative research. The writer describes the implementation of teaching vocabulary using multimedia to the first grade students at SMP Muhammadiyah 7 Surakarta in 2014/2015 academic year and to know the students' response to the use of multimedia in teaching vocabulary. The subject of this study is The subject of this study is the first grade students of SMP Muhammadiyah 7 Surakarta in 2014/2015 academic year. The writer only takes one class that consist of 16 students and a teacher. The data are taken from event, informant, and document. The data collected in this research are in the form of information about the process of teaching and learning vocabulary using multimedia of the first student of SMP Muhammadiyah 7 Surakarta in 2014/2015 academic year.

In collecting the data, the writer employs observation and in-depth interview. The technique for analyzing data is data reduction, data display, and conclusion and verification.

C. Results and Discussion

From the observation that has been conducted, based on the teaching-learning process, there are some objectives in this material as follows the students are able to understand the generic structure and the language features, the students are interested in the material presented and not being bored, to make teaching-learning process more effective and to make the students easy in understanding the lesson materials, to help the students able to answer the exercises.

Based on the interview with the teacher, there is still objectives of teaching vocabulary which is important for the teacher to be considered, it is to make interested in the material presented, and to make teaching process be effective and easier understanding. The teacher planned the lesson used as teaching guide to achieve the objectives in teaching vocabulary using the multimedia.

The material should be suitable with the curriculum. The teaching materials used by the teacher in teaching English is using multimedia like animals, things in the house, and things in the school. All of the materials includes all basic aspects of English like speaking, reading, listening, and also writing. The teaching materials were taken by the teacher from the English book which is used in SMP Muhammadiyah 7 Surakarta "When English Rings a Bell" for Junior High School grade VII, published by *Kementerian Pendidikan dan Kebudayaan*.

In the teaching learning process, the teacher does not only use handbook, but also, combines her explanation with the media. She uses software related with the material. She also searches pictures, video, audio, and other media that related with the material. The procedure of the use multimedia in teaching vocabulary are pre- teaching, whilst teaching, and closing.

Based on the interview with the students, the writer identifies some good responses from the students that most of the students are become active and has high motivation to learn. So, the students could be controlled well. They also

understood about the materials. They are able to find out the meaning of some words by picture or video. The students are able to understand and learn the target vocabulary well. Overall, the implementation of the use multimedia gets positive responses from the students. The students are enjoyed and motivated to learn English more and more.

Most of the students in class A answered that they like the use of multimedia in the classroom. The students also stated that the technique was very helpful in learning English and participating in the teaching learning process. The technique which was used by the teacher can encourage them and motivate the students in English lesson, especially in teaching vocabulary.

Based on the interview, the teacher said that the use of multimedia is an essential strategy to build students' motivation to learn as much as they can, because they will know more in vocabularies, and it will stimulate them to build creativity in their own way.

From the observations which were done in the classroom, it could be seen that the use of multimedia was an effective strategy that could be implemented in the teaching learning process. The classroom's atmosphere became enjoyable to learn.

From the observation, the use of multimedia make the students more brave to ask to the teacher when they find some new words. If students find new words, they discuss it with their partners first. Then the teacher tried to help by showing the picture on powerpoint or video so that students can be guessed in advance. The use of multimedia help them easy to understand the instructions. After the students try to guess the new word, the teacher gives the correct answer. Then the teacher to explain the pronunciation of new words and their use in the correct context. The students said that they are able to translate English words when the teacher use multimedia in teaching.

Teaching vocabulary using multimedia is effective for the teacher because it makes them easily deliver the materials, especially vocabulary. The use of multimedia will be helpful to students if the teacher is creative in combining it in

teaching and know the level of the students' ability in order that the students are able to follow the lesson well.

Related with the principles of teaching vocabulary from Carlo et.al (2004) in Linse (2005: 123) that teaching vocabulary means teaching the words and their meaning directly or indirectly by helping learners learn appropriate strategies in order to figure out the meaning of words on their own. Meanwhile the results of the observation and interview, appropriate with the theory above. The multimedia materials available in SMP Muhammadiyah 7 Surakarta are appropriate with the principles of teaching vocabulary. Multimedia materials are interesting for the students because it makes them easily memorize the words and provide life pictures. So, teaching vocabulary using multimedia can be an effective technique for delivering the materials. In addition, it can improve the students' number of vocabulary. Because it can give knowledge about words to the students in order that they will be able to improve their vocabulary and able to use them correctly.

D. Conclusion

Based on the result of research, the writer concludes that the use of multimedia in teaching vocabulary to the first grade students at SMP Muhammadiyah 7 Surakarta are vocabulary using multimedia can be an effective technique for delivering the materials. The use of multimedia will be helpful to students if the teacher is creative in combining it in teaching and know the degree of the students' ability in order the students are able to follow the lesson well. The students' response is positive. The students like the use of multimedia in teaching vocabulary. They are enthusiastic in following the English lesson using multimedia. In the process of implementation, the students tend to be cooperative, active, enjoyed, and have motivated in learning English. All of the students seriously joins the teaching and learning process and the students are interestingly discussing the materials with their partners. They also enrich and memorize the vocabulary well.

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