

CHAPTER I

INTRODUCTION

A. Background of the Study

People need a language to communicate with others. According to Brown (2000: 5), language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another. As an international language English plays an important role in many aspects of life, which helps us to communicate with other. It is being learned and used by most people in the world, it is not surprising then; the Indonesian government has chosen English as the first foreign language to be taught in our schools, starting from the elementary schools, junior high schools up to senior high schools.

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.

For most students who learn a second language, the first problem or difficulty they meet is usually remembering words. According to Rivers (1983) in Nunan (2000: 117), vocabulary is essential for successful second language use because without an extensive vocabulary, one will not able to use the structures and function he or she may have learned for comprehensive communication. Decarrico (2002) in Fauziati (2010: 61) argues that "vocabulary learning is central to language acquisition, whether the language is first, second, or foreign".

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.

The writer is interested in observing teaching vocabulary using various instructional media because using the appropriate media in teaching English, especially vocabulary, would be more effective and understandable. By using multimedia, the process of communication can be done in a more effective manner and it can be an effective instructional medium for delivering information. Collins, et al. (1997: 27) state that “we know that learners in general enjoy using computer and that they are motivated and engaged by multimedia material”. The use of multimedia in teaching learning process will help the teachers and the students engage together to get the much better achievements and also help the students to learn by themselves.

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.

Based on the background above, the writer is interested in conducting a research entitled THE USE OF MULTIMEDIA IN TEACHING VOCABULARY TO THE FIRST GRADE STUDENTS AT SMP MUHAMMADIYAH 7 SURAKARTA IN 2014/2015 ACADEMIC YEAR.

B. Scope of the Study

In conducting this study, the writer makes limitation. The writer only focuses on the teaching English vocabulary especially in using multimedia to the first grade students of SMP Muhammadiyah 7 Surakarta.

C. Problem Statement

Based on the background of the study, the writer formulates the problems as follows:

1. How is the use of multimedia in teaching vocabulary to the first grade students at SMP Muhammadiyah 7 Surakarta in 2014/2015 academic year?
 - a. What are the objectives of teaching vocabulary by using multimedia?
 - b. What are the materials used in teaching vocabulary by using multimedia?
 - c. How is the procedure of teaching vocabulary by using multimedia?
2. What is the students' response to the use of multimedia in teaching vocabulary?

D. Objective of the Study

Based on the problem statement, the objectives of the study are to:

1. Describe the use of multimedia in teaching vocabulary to the first grade students at SMP Muhammadiyah 7 Surakarta in 2014/2015 academic year, specifically
 - a. To know the objectives of teaching vocabulary by using multimedia
 - b. To describe the materials used in teaching vocabulary
 - c. To describe the procedure of teaching vocabulary by using multimedia
2. Know the students' response to the use of multimedia in teaching vocabulary.

E. Significance of the Study

There are two kinds of significance of this study, specifically theoretical significance and practical significance. The expected results of this study are as follows:

1. Theoretical Significance

- a. Hopefully, the result of the study can enrich the technique of teaching English vocabulary.
- b. The result of the study can be used as the reference for those who want to conduct a research in English teaching learning process, especially in teaching vocabulary.

2. Practical Significance

a. For the Teacher

The teacher can apply various techniques in teaching vocabulary so that the students are motivated and interested to learn more.

b. For the Students

The writer hopes that the students are motivated in learning English vocabulary and they can enhance their vocabulary.

c. For the School

The result of this study is likely to be implemented by the teacher based on the curriculum of the school.

d. For Other Researchers

The result of this study can be used as a reference in conducting other research, especially research on teaching vocabulary.

F. Research Paper Organization

This research consists of five chapters. Chapter I is introduction that discusses background of the study, scope of the study, problem statement, objective of the study, significance of the study, and research paper organization.

Chapter II is review of related literature which covers previous studies, theoretical review that discusses notion of vocabulary, kind of vocabulary,

principle of teaching vocabulary, notion of multimedia, strength and weakness of using multimedia, the importance of multimedia in teaching vocabulary.

Chapter III is research method which discusses 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 result and discussion. In this chapter the writer presents the data, data analysis, finding, and discussion.

Chapter V is conclusion and suggestion.