

CHAPTER I

INTRODUCTION

1.1. Background

Language is an important means for communication in our daily activity. Moreover, in this globalization era, English has become a primary need since the high demand of English fluency to communicate with other people from various countries.

English plays an important role nowadays. English becomes an international language that has been used in many aspects of life. It is used to interact, communicate and convey information not only by the people in the local society but also to other people in various nations. It is also used in many fields such as international trades, education, entertainment, business, health, etc. Regarding that condition, many countries have begun to implement English in their curriculum including Indonesia. English curriculum in Indonesia was formulated with the intention that Indonesian people can master English fluently. English is taught as compulsory subject introduced from early age and education level, even some from playgroups age.

However, in fact, many people still perceive that teaching English in Indonesian have not yet successful. Senior high school graduates -after having been studying English for six years or even more than that-, for example, are unable to use the language in their daily communication. One of reasons is

because of ineffective teaching and learning process. Whereas, the teaching and learning process should be supported by an appropriate and effective teaching method in order to achieve the intended goals.

Teaching and learning language as a second or foreign language is not a simple process for EFL teachers and students. Le states that learning English as a second language or foreign language is a great challenge for students from a non-English background since it is not the natural language acquisition seen in first language learning. EFL teachers also face the challenge of teaching English when the students have a heritage language that is not English and they are not yet proficient in English. In short, in EFL context, teachers tend to conduct some various approaches and methods to make the learning process effective.

In learning foreign language such as English, vocabulary plays an important role as a starting point for mastering it. Vocabulary 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 such as English, students should acquire an adequate number of words and should know how to use them accurately. Rivers (1983:125) stated that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and function we may have learned for comprehensible communication.

Considering the importance of vocabulary in learning foreign language, many English teachers tend to give more attention in finding and conducting several techniques or methods for teaching vocabulary. In other side, nowadays, many parents in Indonesia also realize the importance of providing their children

with English, even though from their early age. They realize that learning English from early age is better. It relates to language experts' statement that it is easier for younger children to learn a language.

Learning and teaching vocabulary is not a simple process. In fact, some students usually feel bored in vocabulary lessons because they have to face monotonous activity during their learning habits, such as writing words on paper and trying to learn by heart or learning passively through the teacher's explanation. This condition demanded teachers to find appropriate and effective teaching methods in order to achieve the intended goals.

Teaching vocabulary for young children such as in elementary school has a different approach and special condition comparing with other levels. It is based on student's characteristics. Many teachers encounter difficulties in finding most effective technique to capture children attention in learning English since students in elementary school considered to have a short attention span when they have to deal with material that to them are boring, useless or too difficult. The condition has become teachers' home works to find a teaching method or technique that make the process of learning and teaching vocabulary interesting, enjoyable, lively and fun. Teachers also have to remember that one of the objectives of varying vocabulary teaching is to make the students easier to grasp the material given.

Many educational experts have discussed the argument of the most effective vocabulary teaching strategy. Since the students especially in Indonesia have a very limited opportunities for learning English in a natural context. Because of that, teaching vocabulary seems to be boring for them. Usually,

students learn vocabulary passively by acquiring new vocabulary through new words in their text books or give by teacher during classroom lessons. They only think of vocabulary as knowing the primary meaning of new words without knowing how to use that word properly in different context or pronounce it correctly.

Considering the problems occur in vocabulary teaching, some researchers have conducted several studies to find out the most effective method in fostering vocabulary learning, since there was a consideration that special method is needed in language teaching so the learning process is not a boring phase for students. The method itself should be effective and efficient in order to achieve the goal of that learning and teaching process. As Brown (1999) stated that the use of methods are the necessary elements of language teaching.

In today classroom, teaching vocabulary instruction is increasingly supplemented by the use of technology such as computer, internet, video, software products and so on. The existence of technological multimedia opens a new era in developing that media can be used in learning and teaching process. The use of technology such as computer is the most recent effort in the realm of second language acquisition to enhance the process of language learning such as vocabulary learning. It has an influence in education setting and it also can motivate the students' interest to learn in particular because the use of technology is aimed to increase the quality of education and the enhancement of education.

Another analysis of the use of technologies in teaching and learning process was stated by Wood (2001: 2). She stated that new technologies offer great potential to enhance vocabulary instruction. Some capabilities are unique to

technology; they can not be accomplished through print products. One example of media-based teaching strategies is by using animation video which offers experiential learning and it is associated with the form of visuals, motion video, sound or words.

In line with Wood, Cubillos (1998: 160) presents some evidences that technology can 1) facilitate vocabulary learning; 2) increase students awareness of language structure through more sophisticated error-feedback programs; 3) support reading and writing development; 4) help teachers keep track of student's processing of language; 5) enhance motivation and 6) enhance teaching resources through such tools are grading programs and presentation software.

One of technologies that is used in teaching and learning language is DVD. DVD stands for Digital Versatile Video or Digital Video Disc. It is basically a very large capacity CD with advanced multimedia support. DVD is vastly superior to videotape because its durability, compactness, audio-visual quality, availability and other interactive features. In educational settings, many classrooms and language labs have been upgraded from VHS to this most popular movie medium since it may contain extra material that could be useful in class—interviews with the actors, insights into how the film was made (e.g., *Shrek*), even games and quizzes (Katchen et al., 2001). For example, when we used the film *Castaway* in a speaking and listening class, we showed a 20-minute segment on how the idea for the volleyball named Wilson was developed (Luo, 2004).

A further development of technology similar to DVD is multimedia CALL (Computer Assisted Language). The advent of CALL has a great influence on learning second language vocabulary especially for children. Being shown the

audiovisual text, children will store it in their memory for a long time. As Stahl (1985, 1986) stated that a child knows a word when he has three levels of word mastery: a) association processing; b) comprehension processing and c) generation processing.

There is some previous research that is related to the use of DVD and CALL in language learning. Tozcu and Cody (2004) conducted a case study that examined the outcomes in vocabulary acquisition when using interactive computer-based texts as opposed to traditional material. The subjects of the study were 56 intermediate level students from various L1 backgrounds who were studying English for university academic preparation. The result suggested that the treatment group, who used a tutorial computer assisted courseware, outperformed the control group in all three analyzed areas: vocabulary knowledge, reading comprehension and reading speed. These results suggest positive implications of integrating technology in the language classroom for vocabulary development.

Banham (1992) conducted a research titled *Introducing Interactive Videodisc to The Curriculum: The Australian Adult Migrant English Education Program*. The interactive videodisc that was used in her research is The Aussie Barbie; a program that is designed and developed to assist adult learners of English in the Australian social context known as the Barbie. This program is also designed to assist adult learners in their development of communication skills in English and their understanding of learning strategies. Some teachers said that this technique is appropriate in providing learners with an understanding of different communication strategies and in the process of acquisition of a new language.

From the previous explanation, it is obviously explained that the use of interesting media and method that would enrich children vocabulary is needed. The use of technology such as computer, DVD and software products will help the teachers to provide a great numbers of interactivity during the classroom activity.

In this study, the writer would like to know whether the use of Baby Einstein videodisc can improve the student's vocabulary achievement and it is effective or not to be implemented in vocabulary classes at the third grade students of elementary school. Baby Einstein videodisc is chosen since the software program of this video related to some materials that must be taught in third grade of elementary school. Beside that, the package and the way of delivering information supported by animation, real pictures, colorful pictures, classical music and also songs would be appropriated with the student's characteristics at elementary school level.

The writer tried to focus her research for the students on the elementary school. It is important because elementary school is the basic stage to prepare children to face the further education stages. Kulik and Cohen (cited in Sussex at al, 1980) state that Computer-based or computer supplemented instruction has educational advantages at elementary and secondary school level. Beside that, the writer would like to investigate student's impression toward this technique. This study will help the teacher to find out the strengths and weaknesses of the use this technique as a data and consideration in designing more comprehensive and effective animation software product for the further vocabulary teaching.

1.2. Statement of Problems

This research is carried out to find answer to the following questions:

1. Is the use of Baby Einstein Animation videodisc effective for teaching vocabulary in the third grade students of elementary school?
2. What is the student's response toward this technique?

1.3. Limitation of the Problem

This research is restricted to find out the effectiveness of using Baby Einstein videodisc in teaching vocabulary at the third grade students of elementary school. This videodisc consists of 15 parts. Each part explains about one and specific topic. For example, in part 1 that is entitled Baby Da Vinci, it explains about the parts names of human body. The vocabularies materials included in this video that is taught are animals, parts of body, parts of house, and kinds of transportation. These materials are chosen since it is appropriate with some materials that must be learned and mastered by the students at the third grade of elementary school. The materials that are served in this video also supported by the puppet show, the songs, stories, words and its pronunciation and colorful pictures both in animation and real. In this research, the writer also will investigate how the student's impression to this technique by conducting questionnaire.

1.4. Aims of the Study

The study is aimed to observe whether the use of Baby Einstein video disk is effective for teaching vocabulary in the third grade students of elementary

school. It is also aimed to find out the influence of this technique to the improvement of students' vocabulary achievement and the students' impression toward this technique.

1.5. Significance of the Study

It is expected that the result of this study will be a useful reference and valuable contribution for the teachers in teaching vocabulary as foreign language especially in motivating and helping their students to improve their English vocabulary skill in a more purposeful, meaningful, interesting, enjoyable and fun learning atmosphere in the classroom. Beside that, this study is also expected to motivate the readers to conduct further researches on this subject.

1.6. Hypothesis

According to Hatch and Farhady (1983), hypothesis means a tentative statement about the outcome of the research.

The hypothesis that is used in this study was the null hypothesis.

Ho: "There is no significance difference between the use of conventional method and the use of the Baby Einstein video disk in teaching vocabulary".

1.7. Research Methodology

1.7.1. Research design

In doing the research, the writer will use the quantitative method by using the true experimental design (using pretest posttest control group design). According to Hatch and Farhady (1982: 22), experimental method involves two groups of students; the experimental and the control group. Both two groups are taken as the examined group. A control group refers to a group of students whose selection and experiences are exactly the same as the experimental group except that they do not receive the treatments. The control group is needed for comparison purposes. The treatment is given to find out the effectiveness of the use of the Baby Einstein video disk in teaching vocabulary.

Based on the experimental design (pre test and post test design), the research design of this study can be illustrated below:

Table 1.1
The Experimental Design

Sample	Pre-test	Treatment	Post-test
Experimental Group	X1e	T	X2e
Control Group	X1c	O	X2c

Notes

X1e : Students' vocabulary of experimental group in pre-test

X1c : Students' vocabulary of control group in pre-test

T : Treatments teaching vocabulary using software product

X2e : Students' vocabulary of experimental group in post-test

X2c : Students' vocabulary of control group in post-test

1.7.2. Data Collection

The data was collected based on the following procedures:

1. Collecting the data

The data was obtained by applying some strategies:

- a) Pre-test.

Pre-test is carried out in order to find out the basic data of students' vocabulary achievement. It is also administered to capture the initial differences between the two groups. The pre-test is conducted simultaneously for both groups in the first meeting before some treatments are done. In this step, the students are asked to answer some questions in form of multiple choice and matching questions based on several topics given.

- b) Post test

Post test is carried out to evaluate the differences between the experimental and the control group after the treatments is implemented. This activity is employed in the end of the study by asking students in both experimental and control group to answer the question in form of multiple choices and matching questions based on several topics given.

- c) Implementing the Baby Einstein videodisc in teaching vocabulary. The students who are joined in experimental group will get some treatments. They will be taught some vocabularies materials on several topics included animals, parts of body, parts of house and

transportation. They also will be taught how to pronounce and write those vocabularies correctly. The evaluation is conducted by using several techniques both in oral or written form. In oral evaluation, they have to pronounce some pointed pictures by correct vocabulary and then write down their names in a piece of paper. In the teaching and learning process, the teacher also combines this technique with several games such as stop the bus, Simon says, drilling. Sometimes the teacher uses colorful picture cards and dolls or toys related to the materials given.

c) Questionnaire.

Questionnaire is conducted to gain the information about student's responds including their opinion, expectation and experience to this technique.

2. Analyzing the data collected

3. Interpreting the data

1.7.3. Data Analysis

The data that were obtained is analyzed through qualitative analysis using certain statistical formula. Thus, the procedures of analyzing the data are as follows:

- Analyzing test of normality distribution and homogeneity variance taken from students' pre-test and post-test in both groups

- Analyzing students' pre-test and post-test score in both groups by using T-test in order to find out whether the mean in pre-test and post-test of both groups have significant difference or not.
- Determining the students' point of view (using percentage)
- Interpreting the research finding in order to give explanation about the result of the research. The result of data analysis is interpreted to find out the problems that happened based on theoretical and empirical point of view.

1.7.4. Making the conclusion

The conclusion is taken from the result of the data that has been analyzed.

1.8. Population and Sample

According to the Encyclopedia of Educational Evaluation (cited in Arikunto, 1996: 115), a population is a set (or collection) of all elements possessing one or more attributes of interest.

The population of the study was the third grade students of an Islamic Integrated School (SDIT) in Garut. The samples are two classes (3B and 3C), which are selected based on the classification done by the school. One class was acted as experimental group (3B) and the other one (3C) was acted as control group. The experimental group will get several treatments during the research.

1.9. Clarification of the Main Terms

In order to avoid unnecessary misunderstanding, the researcher will clarify some terms used in this research.

1. The effectiveness of using baby Einstein videodisc in learning vocabulary means efficiency value of the media to achieve the instructive goals.
2. Vocabulary refers to one of the essential elements of English language which should be taught at school.
3. Videodisc is a multimedia application which can be used in either a learning situation and in several ways in the teaching environment or as a point of information system for sales and marketing.
4. Software is a programs or sets of commands by which the computer is instructed to perform specific tasks. (Susex, Rogers, Cobert and ahmed: 1985)
5. Program is a set of machine instruction.

1.10 Organization of the paper

The paper is organized into five chapters. They are:

Chapter I Introduction

This first chapter will give a brief introduction to the area of investigation. It contains background, aims of the study, statement of the problem, limitation of the study, method and procedure of the research, population and sample, classification of terms and organization of the paper.

Chapter II Theoretical Foundation

This chapter provides the theoretical frameworks which are served as the basic for investigating the research problems. It will consist of the theories, definitions and some widely accepted researches which closely related to this study.

Chapter III Research Methodology

This chapter discusses about the methodology that is conducted in this research. It consists of the procedure of the research, the population and sample and the instrument of the research.

Chapter IV Data Presentation and Discussion

This chapter reports the findings and discussion of the research based on the collected data.

Chapter V Conclusion and Suggestion

This last chapter will give the conclusion of the research and draw some suggestions as a contribution for English teaching and learning and for further research.