

CHAPTER I

INTRODUCTION

This chapter contains introduction which discusses background, research questions, aims of the study, scope of the study, hypothesis, significance of the study, research methodology, population and sample, clarification of terms, and organization of the paper.

1.1 Background

The vocabulary teaching still faces many problems. The majority problem deals with the technique used by teachers in teaching vocabulary. Most teachers always use dictionary when their students find unfamiliar vocabularies. Thus, dictionary serves as the prominent media in vocabulary teaching. In line with that, in Indonesia, the teachers still use memory strategy in teaching vocabulary to their students. The use of memory strategy has become a cultural habit in Indonesia. In this strategy, the students are striven to remember the difficult words which are listed (Lengkanawati, 2004:7). As a result of those teachers' low techniques in teaching vocabulary, the students feel confused and bored with the routines.

To overcome those problems, the teachers need to implement a better technique to help students learn vocabulary. The technique itself should be interesting because it makes learning become effective (Mohanty, 2001:164). In addition, the technique should also help students learn in context where they can see, hear, and apply the words. To cover those needs, interactive multimedia in

form of interactive CD-ROM might become one of the effective media in facilitating students' vocabulary.

Interactive multimedia as one of audio and visual techniques in teaching vocabulary offers many advantages to language learning instruction. As Brett (1998) in Yunandami (2003:2) says:

“Multimedia language learning environments can deliver authentic input, provide meaningful language learning tasks, deliver feedback on those tasks and can be manipulated according to the needs of the user.”

With regard to that, Brinton (2001) cited in Teng *et al.* (2007) states that multimedia provides an important motivator in the language teaching process because it confers authenticity to the classroom situation and braces students to the direct relation between the language classroom and the outside world.

Besides, interactive multimedia is also able to improve students' vocabulary, because it offers students the combination of text, audio, video, graphics and animation delivered via computer which makes students easy to remember the words. Thus, seeing and hearing a word is easier to be remembered by the students (Allen, 1983:12). Furthermore, teaching vocabulary using graphics followed by sound and text is regarded as a vocabulary-remembering strategy (Kenning & Kenning, 1990 as cited in Iheanacho, 1997:3). The graphics can be used to obtain and require the attention of learners. Additionally, graphics are effective in creating mental images that help to improve recall, retention, and imagination of information being learned (Rieber 1994; Ciccone, 1995 as cited in

Iheanacho, 1997:4). Thus, there can be no doubt that interactive multimedia serves some beneficial advantages in language instruction, especially for vocabulary teaching.

The study conducted by Iheanacho (1997:59) shows that both motions graphics and text in multimedia glosses are effective treatments in vocabulary learning. In addition, a study about the effect of multimedia in teaching vocabulary by Al- Seghayer (2001:23) reveals that a video clip is more effective in teaching vocabulary than a still picture.

Moreover, Kang (1995) as cited in Son (2001:29), conducted a study in elementary school where the instructional methods used for vocabulary learning were Paper and Pencil (P&P), Computer-based Word-for-word (CW), Computer-based word-for-word plus Picture (CP), and Computer-based Context (CC). The results show that the group treated by the computer-based context method is significantly better than any other group. The evidence suggests that teaching vocabulary by using visual, aural, and sentence contexts in computer-assisted language learning would heighten vocabulary learning and teaching.

Based on the explanation above, the study investigates the use of interactive multimedia in teaching vocabulary in the seventh grade of junior high school in Bandung.

1.2 Research Question

This study is expected to answer the following matters:

1. Is using interactive multimedia effective in improving students' vocabulary achievement?
2. What are the students' responses toward the use of interactive multimedia in teaching vocabulary?

1.3 Aims of the Study

Given the above research questions, the aims of this study are to find out:

1. Whether the use of interactive multimedia improve the students' vocabulary effectively.
2. The students' responses towards the use of interactive multimedia in teaching vocabulary.

1.4 Scope of the Study

This study focuses on investigating whether the use of interactive multimedia improve the students' vocabulary effectively. It is applied to the seventh grade students of junior school. Moreover, it covers the students' responses toward the use of interactive multimedia.

1.5 Hypothesis

According to Hatch and Farhady (1982:3), hypothesis is a tentative statement about the outcome of the research. The hypothesis employed in this

study is null hypothesis (H_0). It indicates that there is no significant difference between the students who receive experimental treatments and the students who do not. According to Coolidge (2000), the formula is stated as follows:

$$H_0: \mu_1 = \mu_2$$

μ_1 represents the mean of the first group and μ_2 represent the mean of the second group.

1.6 Significance of the Study

Hopefully, this study gives positive contribution to improve vocabulary teaching techniques implemented in English classroom. The researcher also expects that this media can be one of the precise devices to help students learn vocabulary.

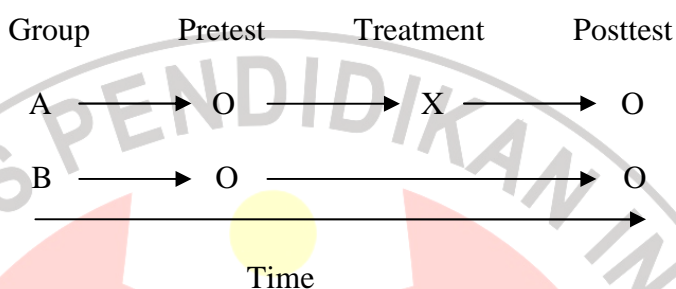
1.7 Research Methodology

1.7.1 Research Design

To find out the effectiveness of interactive multimedia in improving students' vocabulary in junior high school, this research used quasi experimental method with two groups: experimental group and control group.

During the experiment, the experimental group received treatment by using interactive multimedia in order to show the effectiveness of using

interactive multimedia in improving students' vocabulary in seventh grade of junior high school. A tape recording was used to find out the students' responses toward the use of interactive multimedia. The design of this research is formulated as follows:



(McMillan & Schumacher, 1989:323)

Note: A and B represent groups of subjects, O represents observation, and X represents treatment using interactive multimedia in teaching vocabulary in the seventh grade of junior high school. The *t-test* was also used to measure whether the means differences are statistically significant or not. Furthermore, the interview technique was conducted to show students' responses to the interactive multimedia used during the class.

1.7.2 Data Collection

The data of this research were collected through administering pre-test, post-test, and interview. In conducting the research, the steps which were taken are as follows:

1. Organizing the teaching procedures.
2. Organizing the research instrument.
3. Conducting a try out test to find the questions that are valid and reliable

4. Conducting pre-test in both experimental and control group to find their initial ability and the eligibility for the research.
5. Conducting treatment in the experimental class, which is using interactive multimedia
6. Administering post-test in both experimental and control group to find out the result of the treatment.
7. Conducting interview to the experimental group.

1.7.3 Data Analysis

The data analysis conducted in this research involved several statistical processes, such as:

1. Analyzing the students' scores on try out test in order to investigate the validity and the reliability of the instrument.
2. Analyzing the experimental and control groups' score in the pre-test and post-test using the t-test formula in order to investigate whether or not the two groups are equivalent.
3. Analyzing the students' score of each group in pre-test and post-test using the t-test formula in order to investigate whether or not there is a significant improvement in students scores.
4. Interpreting the research findings.

The computation of the pre-test and post-test data was calculated by using SPSS 16 for windows program. To find out the students' response toward the use of interactive multimedia, the interview technique was used and it was in form of audio-taped.

1.8 Population and Sample

Population is the group of interest to the researcher, the group to whom the researcher would like to generalize the results of the study (Fraenkel and Wallen, 1990:93). Referred to that definition, the population of this experiment is the seventh grade of junior high school in Bandung.

Sample is the group on which information is obtained (Fraenkel and Wallen, 1990:92). Therefore, the sample used in this research consists of two classes of the seventh grade of junior high school students. Class 7A was the experimental group and class 7B was the control group. The characteristics are: they are native Indonesian, their age is around 13, most of the students learn English just at school, and they have a high anxiety in learning English.

1.9 Clarification of Terms

- a. Interactive multimedia refers to the combination of various digital media types such as text, images, sound and video, into an integrated multi-sensory interactive application or presentation to convey a message or information to an audience (Neo, 2001).
- b. Teaching vocabulary refers to an instruction that enables students to obtain some vocabulary.
- c. Effectiveness refers to a better improvement of students' vocabulary achievement through the use of interactive multimedia.

1.10 Organization of the Paper

This paper is organized into five chapters and formulated as follows:

Chapter I: Introduction

This chapter contains introduction which discusses the background, research questions, aims of the study, scope of the study, hypothesis, significance of the study, research methodology, population and sample, clarification of terms, and organization of the paper.

Chapter II: Theoretical Foundation

This chapter elaborates the theoretical framework that is relevant to the research such as definition of vocabulary, techniques in teaching vocabulary, effective vocabulary instruction, teaching vocabulary in EFL class, the use of interactive multimedia in teaching vocabulary, the advantages and disadvantages of interactive multimedia, and related research findings.

Chapter III: Research Methodology

This chapter discusses the research design, data collection method, research procedure, and data analysis.

Chapter IV: Findings and Discussion

In this chapter, findings are analyzed and presented in systematic way followed by discussion upon findings.

Chapter V: Conclusions and Suggestions

This chapter comprises the conclusions and the suggestions of the study.

