

CHAPTER 1

INTRODUCTION

This chapter describes a brief explanation of the introduction to the area of this study. It includes background, statement of the problems, purposes of the study, research methodology and organization of the paper.

1.1 Background

There are four language skills that should be mastered in English; listening, speaking, reading, and writing. To master all of the four language skills, the students should know a lot of vocabularies because according to Huyen and Nga (2003, cited in Vanessa, 2009:1), vocabulary plays an important role in the four skills in learning language. Therefore, it is important for the students to learn vocabulary as the basic competence to learn those four skills in English as Cameron (2001:72) states that vocabulary is a base to the learning of a language at initial level.

Vocabulary includes collections of words. Based on *Oxford Advanced Learners' Dictionary*, vocabulary is a number of words in a language. The words are known not only as individual words, but also as a group of words that has have meaning.

To teach vocabulary, teacher's creativities, appropriate methods, and the variation of the activities are required. Brown (2001), says that when the children have to deal with some materials that is boring or too difficult, they tend to have a short attention span and the teacher's job is to make the children are interested in, lively and fun with their learning activities. However, it seems not easy for the teachers to choose the appropriate methods and activities because they have to consider what the students like and what methods are interesting for them without losing the gist of learning.

Basically, the children like pictures and sounds in which they tend to imitate. This situation can assist the children to understand stories because pictures and sounds provide them with enjoyment. Furthermore, the children like to move around and interact. According to Harmer (2001:38), the children learn something not only from the explanation, but also from the interaction and from what they see, hear, and touch. Moreover, Brumfit (1991) states that the children respond the language well through concrete things (visual things) rather than abstract things.

Because of these facts, the teachers have to choose methods or strategies containing the elements of children's preferences. Moreover, the teachers can utilize modern media to help the students understand the subject and to introduce the children to those media. By applying this, the teachers do not only teach the content or the subject matter, but also the use of the media. One of the most appropriate media in learning and teaching vocabulary is video.

Based on an article found in <http://www.elook.org/dictionary/video.html>, video is a recording of both the video and audio components (especially one containing a recording of a movie or television program). Video contains audio and pictures which highly favor the children and it is easy for the children to learn something they like. It is in line with Paul (2002, cited in Maolanie, 2008) who states that the children have a great attention to the activities where they both do and see things at the same time. Moreover, they will enjoy the learning process because the learning happens in a fun way that is through a video because according to Sujana and Rivai (2005), media (video as the part of media) make the teaching and learning process more interesting and fun for the students so that they are motivated to learn materials given by the teachers. Moreover, from this technique the children can learn how to pronounce the words correctly. According to Olha madylusa (2004, cited in Maolanie, 2008), the teachers should give the correct model of pronunciation to the students. By using the video which is made by native speakers, the students can learn as if they really learn from or speak with the native speakers directly and it helps them to train themselves how to speak English fluently.

Based on the statements above, this study investigates whether the use of videos can improve the student's vocabulary mastery and the responses of the students toward this technique. The videos chosen are the videos made by native speakers in order to the children to learn how to pronounce the words correctly.

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Based on the statements above, this study investigates whether the use of videos can improve the student's vocabulary mastery and the responses of the students toward this technique. The videos chosen are the videos made by native speakers in order to the children to learn how to pronounce the words correctly. Moreover, some videos in this study contain animated and colorful pictures which are highly preferred by the children. The videos also have the explanation of each picture and sound, so that students know how to say and write certain words after watching it.

1.2 Statement of the Problems

The statement of problems in this study are as follows:

1. Is the use of videos effective for teaching vocabulary to the fourth grade students?
2. What are students' responses towards the use of videos in process of learning and teaching vocabulary?

1.3 The Scope of the Study

Based on the aforementioned problems, the scope of this study is to find out the effectiveness of the use of videos in teaching vocabulary. Nevertheless, the context of the study is limited on teaching vocabulary to young learner language. The vocabulary is limited to nouns.

1.4 The Purposes of the Study

The purposes of the study are :

1. To investigate whether the use of videos is effective in teaching and learning vocabulary in the fourth grade.
2. To reveal students' responses towards the use of videos in process of learning and teaching vocabulary.

1.5 Research Methodology

1.5.1 Research Design

A method that was used in this study was quantitative study that applies the general view of experimental research. Moreover, this study was conducted based on quasi-experimental research. One of the most commonly used quasi-experimental designs in educational research is represented as:

$$\begin{array}{ccc} X1e & T & X2e \\ & & 5 \end{array}$$

X1c O X2c

X1e : pre-test of experimental group about students' vocabulary mastery.

X1c : pre-test of control group about students' vocabulary mastery.

X2e : post-test of experimental group about students' vocabulary mastery

X2c : post-test of control group about students' vocabulary mastery

T : treatments using videos.

Two classes were taken as the investigated classes. One class was the experimental class that received treatments in teaching vocabulary by using videos, and another class was the control class that was treated in a conventional technique in which the students learned vocabulary about some topics from words that were written on the whiteboard as their teacher usually does in the class.

1.5.2 Population and Sample

The population of this study was the fourth grade students of SD Margahayu Raya 02 Bandung. The study used two classes as the sample. One class, 4C, is the experimental group which receives experimental treatments, and the other, 4B, is the control group which is treated without any experimental treatments.

1.5.3 Data Collection

The techniques for collecting the data in the study were pre-test and post-test and questionnaire.

1.5.3.1 Pre-test and Post-test

- Pre-test

This test was conducted to find out the initial abilities between the two groups.

- Post-test

After giving some treatments and exercises to the experimental group in a certain period of time, post-test carried out by giving the students a certain situation.

1.5.3.2 Questionnaire

The questionnaire contained ten questions to find out the responses and the opinions of the students regarding the technique. The questionnaire was given to the students after they received the treatments (watching the videos).

1.5.4 Data Analysis

There were some steps taken in analyzing the data collected: (1) analyzing the data of pre-test and post-test by organizing the data, preparing the data, describing the data by using tables and charts, then testing the hypothesis and interpreting the data by using t-test. The computation of pre-test and post-test data were calculated by using SPSS 16 for Windows Program; (2) analyzing the results of the questionnaire by calculating the frequency of students answers; (3) interpreting the research findings in order to explain the results of the study by looking at the calculation of research findings.

1.6 Organization of the Paper

This paper is divided into five chapters. Each chapter is divided into subtopics to elaborate the issues given as follows: First, chapter 1 is an introduction. It comprises the background of the study, statement of the problems, aims of the study, research methodology, and organization of the paper. The next chapter is chapter 2 provides the theoretical framework on the issue that is relevant to the study. After that, chapter 3 includes the method of the research which discusses the research design, population and respondent of the study, data collection, and procedures of data analysis and clarification of terms. Next, chapter 4 is findings and discussions which reports the result of the study. The result carries out the answer of the research questions. Last, chapter 5 is

conclusions and suggestions. It draws some conclusions and suggestions for further research.

