

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents about the background of the study, research problems, research hypothesis, research objectives, significance of the study, scope and delimitation of the study, and definition of key terms.

A. Background of the Research

In Indonesia the status of English as a foreign language was declared formally in 1955 in a teacher trainer conference (Lauder, 2008). Although the country was not colonized by the British, the language has become a significant part of the nation's institutions. The exigencies of the language's import in transacting business and communicating with neighboring countries such as Singapore, Malaysia, India and other countries in the opinion of Lauder (2008) makes the learning inevitable.

English is a compulsory subject at schools in Indonesia (Lauder, 2008; Mattarima & Hamdan, 2011). In fact, English becomes the only foreign language which is included in National Examination (Ujian Nasional) from Junior High School to Senior High School. Thus, learning English has been an important thing to do. English language consists of four skills there are listening, speaking, reading and writing and four English components there are vocabulary, grammar, pronunciation, and spelling. Vocabulary is important for the students to support their four language skills (David, 1991:9). It means that if the students master vocabulary, it will make the students easier to learn English language.

The objective of teaching vocabulary for junior high school level in the countries that the status of English language as a foreign language mentions that students can apply the vocabulary to interact with people in their nearest environment, and the target to vocabulary mastery minimum 2000 words after several years of study for second language learners (Scott, 2003: 21). The student mastery of vocabulary is very influential to language skill. Hornby (2000) says that vocabulary is the total number of words that make up a language. It mean the more a person mastery vocabulary, the more fluent English language skill.

As the researcher know, the students more vocabularies easily to using English language because in speaking, reading, writing, and listening, if they contain of vocabulary. Without having enough vocabulary, the students will have difficulties to know the meaning of what they listen and read as well as to express their aim in communication (Kusumaningrum and Cahyono, 2011: 127). Mastering a large number of vocabularies is very important for the students who are studying English because by mastering English, it would help the students in gaining, understanding, and also enhancing the process of knowledge in their life.

In junior high school, English is not something new for students. They have known about it when they were in Elementary school but they still feel get difficulties. Students will get difficulties to remember the new vocabulary in a short term memory, so that students will quickly forget the new vocabulary is given by the teacher. However, to help students in

mastering English, many teachers have used different technique to students understand the lesson, and to remember vocabulary more easily. But sometimes the technique that used by the teachers such drill the lesson and memorizing words not suitable to teach vocabulary and make the students tend to be passive in developing vocabulary.

In addition, in teaching a language, to attract and interest the students learning English, especially in vocabulary needs to use teaching good media to make it more understandable and student easily to learning process. Using of media is needed to conduct teaching and learning process in the class. Brown (2001: 257) revealed that instructional media are utilized in learning activities will affect the effectiveness of learning. Arsyad (1996:15) argues that “the use of instructional media in teaching and learning and a desire to generate new interest, motivational and learning stimulation and even carry psychological effects on students”. Media also makes the message clearly, it can save the teacher energy, can motivate the student to learn, can increase the quality of teaching, can used to learning process to be successful and add interested student to study English language. The media is often used by the teacher as a learning tool to help students get the learning objective. In fact, there are many media can be used to improve students’ vocabulary like audio aid, audio-visual aid. Example for audio aid is radio, music and while example of audio-visual aid is video, film/movie, and television, etc.

In this study, the researcher chooses video as a media for teaching vocabulary especially English video conversation. Video is considered as the one of the most useful and effective way to teach and to learn English vocabulary. Video is a medium that is included in technologies providing a live picture accompanied by the sound showing an action of the object. According to Harmer (2001:283) as quoted by Permatasari (2013:2), "Video is the technology of electronically capturing, recording, processing, storing, transmitting, and reconstructing a sequence of still images representing scenes in motion". By using English video conversation will get the advantages such as, the students' understanding is enhanced. Harmer (2001:282) states, "One of the main advantages of video is that students do not just hear language, they see it too." It presents the moving image that can produce a sound to utter the spoken making the information delivered is clear.

The previous studies about knowing the effectiveness of video in teaching vocabulary have been conducted by two researchers. From those previous studies, the researcher can take lessons the recent study is done.

The first study was conducted by Naning Puji Rahayu (2014) from IAIN Tulungagung entitled "The effectiveness of using English subtitled video towards students' vocabulary achievement of the first grade students at Mts al Huda Bandung". It was found that the students got good achievement in vocabulary after being taught by using English subtitled video in Junior high school level. By using English subtitled video the

students not only feel happy, but also enthusiasm and active because they have good feeling.

The second study was conducted by Resti Pangestuti (2014) with the title “The effectiveness of using cartoon video in teaching English vocabulary at the second grade students of SMP Islam Gondangand”, and had result that Cartoon video can reinforce student’s vocabulary and can make the students’ more interest in learning vocabulary. It has proven that there is a significant difference of the students’ achievement in mastering English vocabulary by using Cartoon video. Meanwhile the researcher wants to conduct a study with the same media that is audio visual media like video and using experimental study in research.

Based on the explanation above, the researcher tries solving the problems in vocabulary. So the research tries to apply this technique intended to conduct an experimental research to know whether the English video conversation is effective or not as media used in teaching vocabulary under the title *“THE EFFECTIVENESS OF USING ENGLISH VIDEO CONVERSATION TOWARDS THE SEVENTH GRADE STUDENT’S VOCABULARY MASTERY AT SMPN 1 SUMBERGEMPOL TULUNGAGUNG”*

B. Research Problem

Based on the background of the research above, the formulation of the research problem of this study:

1. How is the student's vocabulary mastery before being taught by using English video conversation?
2. How is the student's vocabulary mastery after being taught by using English video conversation?
3. Is there any significant difference of student's vocabulary mastery before and after being taught by using English Video Conversation?

C. Objective of the Research

Based on the research problem above, the formulated research objective is as follow:

1. To know the student's vocabulary mastery before being taught by using English video conversation.
2. To know the student's vocabulary mastery after being taught by using English video conversation.
3. To know the significant difference of student's vocabulary mastery before and after being taught by using English Video Conversation.

D. Research Hypothesis

Based on the research problem above, the hypothesis of the study can be mastered Null Hypothesis (Ho) and Alternative Hypothesis (Ha) The hypothesis is as follows:

1. Null Hypothesis (Ho) that there is no any significant difference on student's vocabulary mastery before and after using English video conversation.

2. Alternative Hypothesis (Ha) that there is any significant difference on student's vocabulary mastery before and after using English video conversation.

E. Significance of the Research

The researcher hopes that the result of this study give contributions for:

1. The Students

- The students will be able to master the vocabulary by using English video conversation.
- The students is easier to memorize, understand, and mastery vocabulary.
- The students will enjoy and fun in teaching learning process.

2. English Teachers

- The use of English video conversation gives teacher a description about how to teach and to motivate in create effective technique in teaching the students to learn about English language especially in vocabulary learning.
- The use of media, in this context "English video conversation" could be a good alternative or variation in teaching vocabulary.

3. Future Researchers

- The researcher hopes that this research can be used as the one of previous study in conducting similar problem to future researchers.

F. Scope and Limitation of the Research

1. Scope

The scope of the research was focusing on student's vocabulary mastery by using English video conversation technique.

2. Limitation

To get better result, this research was then limited only on learning by using English video conversation on student's vocabulary of seventh grade at SMPN 1 sumbergempol.

G. Definition of Key Terms

In order to avoid ambiguity and misunderstanding of the terms used, the writer gave the definition of the terms as follows:

1. Effectiveness

The effectiveness is any significant difference score in the students' vocabulary mastery before and after taught by using English video conversation.

2. Vocabulary

Vocabulary is a total number of words that have the meaningful.

3. English video conversation

English video conversation is a video contains of interactive, communication between two or more people in English language.