

IMPROVING STUDENTS' VOCABULARY USING AUDIOVISUAL AIDS
(A CLASSROOM ACTION RESEARCH AT SD
BIRUL WALIDAIN MUHAMMADIYAH SRAGEN)



RESEARCH PAPER

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by

DYAH ROHMA WATI

A 320 050 151

SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA

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CHAPTER I

INTRODUCTION

A. Background of Study

In Indonesia, English is categorized as a foreign language because English is not our language and it has different word and structure with our language. In addition, English also as international language which is used in international communication. So, in order to know recent information in the world we are demanded to master English.

Because of the important role of English, recently English is taught from kindergarten or elementary school. English teacher in these levels needs more knowledge about young learners besides mastering English. It is done because young learners have certain characteristics that differ from adult learner, namely: children can not learn abstract things, their interest is restricted to themselves and their surroundings, etc. By knowing these characteristics, teacher can make consideration in choosing the method and material in teaching this subject.

As stated in elementary school curriculum, teaching English consists of four language skills, they are: listening, speaking, reading, and writing. The four language skills are supported by language aspects such as vocabulary, pronunciation, and structure. Actually, mastering vocabulary is essential in learning English because it is the basic component to learn the four language

skills. Fauziati (2005: 155) states that vocabulary is central to language. Without a sufficient vocabulary, one cannot communicate or express his idea both oral and written form.

SD Birrul Walidain is one of Islamic elementary schools in Sragen and English is the main subject in this school. Because of the important role of mastering vocabulary in learning English, some teachers in this school put emphasizes of English subject in this semester on teaching vocabulary. In each meeting, the teacher drills the students with 8-12 vocabulary and does evaluation in the end of the week.

In fact, after conducting an observation in SD Birrul Walidain, the writer found three problems in mastering English vocabulary. First, the students' pronunciation is still poor. It can be seen when they pronounce the word 'table' and 'computer', they pronounce those words as /table/ and /komputer/ that exactly should be pronounced /teibl/ and /kəm'pju:tə(r)/. The writer thinks that their pronunciation is influenced by their mother tongue and the spelling of the word.

Second, their spelling is also poor. It can be seen when they write the word 'cat', 'bed', and 'window'. The students write the words as 'ket', 'bet', and 'windou'. It is because their spelling is influenced by the pronunciation of the word. In fact, the pronunciation and spelling in English words are different.

Third, their capability of the concept of meaning is not so bad, but sometimes, they are still confused to the word that its object is closed, such as wall and ceiling. It can be proved, when the teacher pointed the 'wall' picture, some students mentioned 'ceiling'. In contrary, when the teacher pointed 'ceiling' picture, they mentioned 'wall'.

Nation (1990) in Read (2000: 26) stated that knowing a word covers some components, they are: form, position, function, and meaning. Form consists of spoken and written form, position consist of grammatical pattern and collocation, function consist of frequency and appropriateness of the word, and meaning consist of concept and association of the word with other word. In this research, the writer only applies some components, such as spoken form (pronunciation), written form (spelling), and concept of meaning. It is done because only those aspects are appropriate with the young learners.

To solve some problems above the writer tries to use audiovisual aids in teaching vocabulary. Audiovisual aids are devices which are audible (can be heard) and visible (can be seen) (Hamzah, 1985: 11). By using this aid the students can watch the cartoon video that represent the vocabulary and also listen its pronunciation from the native speaker. It will make them feel interested in learning vocabulary, because they can watch the image of the object directly. In fact, the students' interest will influence their capability in mastering vocabulary.

In applying this method, the writer uses repetition to teach vocabulary. Brook (1964) in Fauziati (2005: 34) states that in repetition the students repeat an utterance aloud as soon as he has heard it. So, after the students listen to the native speaker of the video and look up the image of the vocabulary, the teacher asks them to imitate and repeat it.

Indeed, the writer is interested in improving the students' vocabulary and in this research she will try to apply audiovisual aid as a media in teaching vocabulary. Thus, the writer will do a research entitled **“IMPROVING STUDENTS' VOCABULARY USING AUDIOVISUAL AIDS (A CLASSROOM ACTION RESEARCH AT SD BIRRUL WALIDAIN MUHAMMADIYAH SRAGEN)”**

B. Problem Statement

The problem of this research says “Can audiovisual aids improve the students' vocabulary? “

Knowing word in young learners comprises knowing its pronunciation, spelling, and concept of meaning. In this research, the writer will try to improve the students' vocabulary using audiovisual aids. So, in other word, the writer should improve the pronunciation, spelling, and concept of meaning of the vocabulary.

C. Limitation of the Study

The writer conducts a research in SD Birrul Walidain Muhammadiyah Sragen. She implements the method of using audiovisual aids in teaching vocabulary to 'the first c' students of SD Birrul Walidain.

The object of this research is the vocabulary which is stated in CD interactive published by Iqro' Media. Actually, there are many vocabularies in that CD Interactive. Those words are grouped and displayed based on its topic. In this research, the writer only applies some topics which are usually used in daily life, such as Home, Restaurant, and Sport park.

D. Objective of the Study

There are some objectives of this study:

1. General Objective

It is to improve the students' vocabulary by teaching using audiovisual aids.

2. Specific Objective

It is to:

- a. Describe the implementation of audiovisual aids in improving students' vocabulary, especially in its pronunciation, spelling, and concept of meaning.

- b. Describe the find whether audiovisual aids improve the students' vocabulary, especially in its pronunciation, spelling, and concept of meaning.
- c. Describe the students' response to the technique implemented that is using audiovisual aids

E. Benefit of the Study

The research will give some benefits as follows:

- 1. Theoretical benefit
 - a. The research can be useful to other researcher who wants to conduct a research that is related to the same theme that is vocabulary.
 - b. The research will give clear description on the implementation of teaching vocabulary using audiovisual aids in improving students' vocabulary.
- 2. Practical benefit
 - a. The result of teaching vocabulary using audiovisual aids can be reference for English teacher in order to improve the students' vocabulary using Audiovisual aids.
 - b. The result of learning using audiovisual aids can be useful for the students in improving their vocabulary.

- c. The writer will get clear description of the implementation of teaching English using audiovisual aids and apply this technique in real teaching.

F. Research Paper Organization

The organization of this research is arranged as follows: Chapter I is Introduction that consists of background of study, problem statement, limitation of the study, objective of the study, benefit of the study, and research paper organization.

Chapter II is review related literature which covers previous studies, knowing vocabulary, vocabulary acquisition, teaching vocabulary using audiovisual aids, procedure in teaching using audiovisual aids, rationale, and action hypothesis.

Chapter III is Research Method which discusses setting of research, subject of the research, type of the research, data and data source, methods of collecting data, and technique for analyzing data.

Chapter IV is Research finding and Discussion that covers the implementation of teaching vocabulary using audiovisual aids and the students' response to the implementation.

Chapter V is Conclusion and Suggestion.