

CHAPTER I

INTRODUCTION

1.1 Background to the Study

English is a language that is starting to be widely studied by the younger generation in Indonesia today. How could it not be; nowadays, almost every element uses English, including everyday language, which has begun to be mixed in with English. According to (Ivers & University-idaho, 2007), the Indonesian government established Regulation No. 20 (2003) in response to current events in the National Education System. With this, English becomes one of the learning subjects integrated into the syllabus for the elementary school level for grades four to six.

Introducing English to children quickly can help them be brave enough to appear in front of their friends. However, keep in mind that this requires consistency in learning to perfect and master English skills in children (Anggraini et al., 2022). Introducing English to children is also the first step, which is also appreciated because, by being taught English from an early age, children are able to improve their communication skills. Listening, reading, speaking, and writing are the four language skills that learners should acquire in English, according to (Rosmala, 2020). Not only that, but the other language components that must be mastered by people who learn English include vocabulary, pronunciation, and structure. However, the most important thing to do first is to learn vocabulary.

According to (Permanent, 2020), vocabulary instruction should begin as early as elementary school. How could it not be when, by introducing it from the beginning and in childhood, the memory and thinking power possessed are still of very high quality compared to the memory and thinking power of adults. Teaching English in elementary schools is very different from teaching in junior high schools, let alone high schools, where teaching staff in elementary schools must have a lot of patience to deal with elementary school students (Utami, 2015). Introducing and teaching English is certainly not as easy as turning a hand. However, this can be circumvented by first introducing vocabulary in English at the elementary school level.

Vocabulary itself is an important component in learning English. Improving students' vocabulary mastery by using audio-visual media (Nurrizal; Ma'ruf, 2021), where everyone who wants to learn English must be able to master the vocabulary they learn. According to (Maulidya, 2019), vocabulary acquisition can be categorized into four-word classes such as nouns, verbs, adjectives, and adverbs. However, many children are only able to understand nouns and verbs. This is because students in elementary schools can still identify nouns and verbs because this is in accordance with their level of analytical ability. However, that way, they at least understand how to speak, listen, read, and write in English. Without vocabulary, students cannot understand and communicate with other people using English. By mastering English, someone is able to express or speak something in English, but with the

note that they have to master the vocabulary they will use when they want to speak English (Batool et al., 2022).

However, in learning English vocabulary, the teacher should know what vocabulary to teach (Lelawati et al., 2018). This is because if the teacher does not know what he is teaching his students, new learning problems will arise. Therefore, according to (Program 2012), it is said that the teachers have suggested that you use a list such as this as a "menu" from which other teachers or your supervisor can choose. To determine the "menu" used in accordance with the activity and difficulty level to suit the class, such as animals, insects, gestures, etc. Apart from that, there are other problems with vocabulary, where the wrong pronunciation may cause misunderstanding between the teacher as a speaker and the students as listeners (Rozali & Salam, 2015).

Not only that, to develop students' vocabulary skills, the teacher needs to use an innovative teaching strategy (Permana, 2020). The strategy used can be in the form of pictures, songs, etc., which can make students more comfortable with learning, such as using songs. According to (Puspitasari, 2014), the teacher can sing some songs related to the topic, for example, songs about family, fruits, or animals. This is because the learning taught in elementary schools is very different from teaching at the adult level. Not only that, but in addition to the teaching staff, who must be more patient, teachers must use methods that are not boring for elementary school students when teaching English in elementary schools. Of course, the method followed must also keep up with technological developments that are currently ongoing

(Alabi et al., 2021). According to (Anggraini et al., 2022), children can also learn English by watching stories, music, or YouTube videos. Therefore, the method that matches the related media is by using audio-visual-based learning media.

Audio-visual-based learning itself is a learning method that uses sound and images, which are presented in the form of slides or videos, and a recorder in the form of music. According to *Improving Students' Vocabulary Mastery by Using Audio-Visual Media*, (Nurrizal; Ma'ruf, 2021) said that audio-visual media can help teachers teach the English language, especially in teaching to improve students' vocabulary. It can be concluded that according to (Rozali & Salam, 2015), the audio-visual medium is a medium that utilizes the senses of sight and hearing in the reception of messages or submitted material, so that the medium has created a stimulus to evoke the senses' performance.

Audio-visual media made it interesting. According to (Rozali & Salam, 2015), when teaching English to children in elementary schools, teachers need some supporting tools to teach vocabulary, such as film strips, power points, videos, pictures, and so on, so that children can memorize English vocabulary well. This is because childhood is a brilliant time that is wasted, especially for learning in children. If children are not allowed to study from a young age, especially learning English, let alone learning to remember, the capacity of the brain's thinking power will decrease by collaborating on learning English in elementary schools with the audio-visual-based learning method, it is hoped that it will be able to overcome some of the problems that hinder development

in learning. One of them, namely video, can be used in audio-visual-based learning media in learning, in which case video may be used more effectively to develop and sustain motivation in producing positive attitudes toward English and to teach or reinforce language skills (Wahyudi, 2019).

Purwosari 01 Elementary School in North Semarang is one of the schools that has implemented audio-visual-based methods of English learning. There, using the independent curriculum, which was approved by the Minister of Education, Culture, Research, and Technology, Nadiem Makarim, in February 2022, this is, of course, a benchmark for schools to re-implement English language learning in elementary schools where it had previously been abolished since the 2013/2014 school year. Of course, with the return of learning English to elementary schools, especially the Purwosari 01 Elementary School, North Semarang, it is able to create a literate generation that uses English as a second language, which must be introduced to the elementary school environment, and of course, it is a challenge for the students. Teachers to teach English again in elementary schools after being disabled for so many years, so that learning becomes interesting and easy for students to digest.

However, the task for the teachers is whether applying the audio-visual-based learning method to learning English can make it easier for students to remember vocabulary in English. As we know, learning English consists of several abilities, and one of them is improving speaking skills. If a child cannot remember and identify the vocabulary that he hears or that he encounters in

readings, pictures, or videos, then he will not be able to identify the meaning of the vocabulary.

From the problems above, I am hereby interested in the title of the research, "**Using Video - Based Media to Teach Vocabulary For the Fourth Graders At SDN Purwosari 01, North Semarang: Case Study.**" By doing so, it is hoped that the writer will be able to solve the problems being faced in this research.

1.2 Statement of the Problem(s)

Based on the background above, we can conclude that in this study there are several problem formulations related to the above problems, including:

1. How is the process of learning English in teaching vocabulary using Video - Based Media that takes place at Purwosari 01 Elementary School, North Semarang?
2. How are students' responses related to learning English in teaching vocabulary using Video - Based Media that occurs at Purwosari 01 Elementary School, North Semarang?
3. How is the response of the English teacher regarding learning English in teaching vocabulary using Video - Based Media that occurs at Purwosari 01 Elementary School, North Semarang?

1.3 Objective (s) of the Study

The purpose of this research is to discover how to use video-based learning to teach English vocabulary to teachers as well as what the students' and English teacher's reactions are to using video - based learning to teach English vocabulary at SDN Purwosari 01 North Semarang. This is because learning using video-based methods is still rarely used in schools due to the lack of supporting facilities and infrastructure. In addition, there are several teachers who are no longer fit to teach (are of an unproductive age for teaching) but are still forced to continue teaching. because the school lacks supporting teaching staff.

1.4 Scope of the Study

The purpose of this study is to determine how the process of learning English vocabulary using video - based learning at Purwosari 01 Elementary School in Semarang Utara compares to the responses of grade 4 A students and English teachers. For the scope of this study, we asked English language teaching staff, students in class 4 A, return to review vocabulary material to review English words that have been taught.

1.5 Organization of the Paper

When creating a research paper, the information can be divided into various chapters and organized according to the paper's subjects. The author will describe the theme of the various chapters in this section.

a. The First Chapter (Introduction)

The writer will go into great detail regarding the history of this document in this section. Not only that, but this section also explains the problem (or problems) statement, the study's purpose, its scope, its methodology, and its structure.

b. The Second Chapter (Review of Related Literature)

In this section, the author discusses the ideas that were used in this paper as well as the review literature. The review literature is divided into three sections. The first section, on audio-visual learning, includes a definition, information on the method of audio-visual learning, types of audio-visual learning, and the goal of audio-visual learning. The second is English vocabulary, which includes its meaning, significance, and many vocabulary types. The final item is the case study, which consists of the case study's definition and application.

c. The Third Chapter (Research Method)

The author will describe the research design, unit of analysis, method of data collecting, and technique of analysis in this chapter.

d. The Fourth Chapter (Findings and Discussion)

The writer will convey the findings and discussion in this chapter, which include the research's findings and suggestions.

e. The Fifth Chapter (Conclusion and Suggestion)

The writer will explain how to summarize these issues and the readers' information in this chapter.

