

I. INTRODUCTION

A. Background of the Problem

According to School Based Curriculum/ Kurikulum Tingkat Satuan Pendidikan (KTSP), the goal of teaching learning at junior high school is that the students must be able to develop communicative competence in written as well as in spoken. They are expected to be able to communicate both in the spoken and written form to solve the problem in their daily lives. Unfortunately the objective stated above is still very hard to be achieved.

Based on the interview done by the researcher, it was found that most of students of SMP N 6 Bandar Lampung are far from gaining the target planned. In accordance with the English teacher, the performance of the first grade students of that school was far from the expectation of the curriculum from the students final test result was found that the results were still far from the target aimed as the KKM (Kriteria Ketuntasan Minimal) of the class of that school is 60 and the average score of final test result was just 40.38. Obviously it could be seen that the English score was very low, globally almost all the English skills were still far from the target. From the teacher's experience, it was found that most of students could not answer the teacher's question, they kept asking the teacher to translate the question into their mother tongue language (Indonesian) and they could not answer it in English.

Besides, most of the students lack of motivation. They got bored easily because of the static and monotonous learning condition. They have to memorize lists of vocabularies. In practice, the researcher found that many students had trouble in understanding a new vocabulary when he conducted teaching practice in SMPN 6 Bandar Lampung. At that time, most of teachers, especially the English teachers in that school did not use any kinds of media in teaching English, for the reason by making a media it is quite difficult and it can bother them. So long explanation of the new vocabulary was the only way, because there was no any media of teaching which could help them. As the result the teachers met a problem to make the students comprehend the new vocabulary. It took long time so that the target of learning for two hours could not be reached. Besides, the students looked bored because they needed times to concentrate on the teacher's explanation. As the result, they stopped learning.

As the fact he decided to do something to help the teacher from his interview he found that the students were lack of vocabulary and got difficulty to learn the vocabulary well, the students felt hard to memorize some certain vocabularies, because they hardly ever practiced and used the vocabulary in daily activity and the teacher seemed to emphasize only on memorizing the list of vocabulary without training the students well to develop their vocabulary and involving the students in the activity.

According to the previous research done by Rani Amrista in the same school and the same grade, it was found that the media used by her in teaching vocabulary was still hard for the students to understand the material taught. The media used by her was video movie. Most of the materials taught to the students through the video movie were comprehending sentences. It was assumed that the materials taught were still difficult for the students.

Meanwhile, the media used by the researcher was almost the same with used by the previous researcher, it was slide video. But the difference was the materials taught to the students through slide video was comprehending words both written form and oral form. It was assumed that the materials taught to the students were simpler and the students could understand them easily.

Hence, he focused more in improving the students' vocabulary, besides it is known that vocabulary is one of the language aspects that are presented in the classroom during the process of language teaching, the researcher had got that Wallace (1986: 1) states "Vocabulary is the vital element of the language", The existence of vocabulary has been considered important since it is a term that should be acquired to express or share ideas to other people effectively. Besides that, vocabulary earned the highest score (4 of 10 points) in speaking and writing test, 40 percent in listening test score, and 30 percent in reading test score of Junior High School National Final Examination (Depdiknas, 2006: 11-14). Thus, vocabulary teaching should be taken into account in order to gain better result of the students' English score.

However, with hundreds of thousands of words in the English language, teaching vocabulary can seem like a very daunting process. Remembering rapid amount of words using words list is considered inefficient since the students tend to forget the vocabulary they have learned if they do not recall the words afterwards (Maruyama, 1995: 2). Most of the English teachers in Junior High School tend to force the students to memorize a number of vocabularies without giving a chance for them to practice and use it in real life.

So most of the students do not have a chance and media to practice their vocabulary, they even do not have high interest in learning vocabulary as they feel bored easily with the activity in the classroom consequently they get difficulty to do the test well and follow the activity in the class due to they lack of vocabulary.

Having known some of the problems occurred in that school, the researcher intended to conduct Classroom Action Research with teaching English vocabulary through Slide Video as the media. He wished that making a change would lead to an improvement. And that improvement would not come about if he does not come to the first place be aware or sensitive to his own professional standards. Action research is an instrument used willfully by good teachers to improve their practice. He as the English teacher of the class taught English and the real English teacher of the class observed the teaching learning process of English vocabulary through Slide Video. He used Slide Video since it has potential role in teaching and learning language. Based on Gildea, Miller and Wurtenberg study (1990:25),

video provides both support and methodology to be used in a language laboratory setting. A series of slide pictures (in this case, the slide video pictures are about profession). The slide video pictures included familiar and unfamiliar vocabulary items. It is expected that slide pictures within video can improve pronunciation and sentence production for many words and the learners who will be taught through slide video are expected to be able to produce a higher percentage of acceptable words and sentences of the language learnt, it is English.

Considering the fact above the research focused on how the students can become more interested in learning vocabulary. Thus, the teacher should be able to use the interesting teaching media in teaching in order to motivate the students in learning activity, especially in vocabulary subject. Vocabulary is one of important factor in language skills. The language learners will face difficulty if they lack of vocabulary. Therefore the teacher has to create or use such kind of a technique in teaching vocabulary that is able to raise the students' motivation and achievement to learn and achieve it. One of the techniques in teaching vocabulary is using audio visual (video) aids to activate the learners in learning vocabulary. According to Gardner (1997:226), one of the way to make the new vocabularies stay still, is by applying a strong way of thinking while comprehending it. The strong way of thinking can be from visual aids, such as pictures, or audio visual aids, such as television, video, computer that consist of auditory and visualization system. So, teaching English vocabulary through audio visual (slide video) is chosen one of media to increase the students' motivation in learning English, to recognize the English teachers the new technique in teaching English especially in

teaching English vocabulary. It is expected that audio visual media can motivate and increase students' interest. He assumed if the students' motivation and interest increase automatically it can increase the students' achievement in learning.

Among classroom activities, the teacher is expected to provide an appropriate media that can be used to improve the interest of the students to learn. According to Gardner (1997: 226), one of the ways to make the new vocabularies stay still is by applying a strong way of thinking while comprehending it. The strong way of thinking can be from visual aid, such as pictures or imagination by reading or listening to a story. The teacher has tried to teach vocabulary through pictures, but it has been seen that the result is not maximal. And as this school has just finished building a language laboratory and it has not been used yet, so teaching English through Slide Video media is chosen to be one of media to increase the students' vocabulary. Besides, it will be a new way used, that will utilize the use of language laboratory, and hopefully it will highly help the teacher to improve the students' vocabulary achievement.

Based on the background stated above the researcher focused his classroom action research on teaching English vocabulary by using Slide Video as an educational medium of instruction and interaction strategies which were performed to students in the teaching and learning process in order to improve the students' interest in learning vocabulary.

By using Slide Video as a media in teaching vocabulary, it is hoped that teaching vocabulary through Slide Video can increase students' vocabulary achievement, the teaching learning process (students' activities) and the quality of teacher's teaching performance. Therefore, the title of this classroom action research is "The Use of Slide Video in Increasing Students' Vocabulary Achievement at Grade VII of SMPN 6 Bandar Lampung".

B. Formulation of the Problem

In line with the background of the study described in previous pages, the researcher formulated the problem as follow:

- How can the use of Slide Video increase the student's vocabulary achievement?
- How can the use of Slide Video increase the quality of teaching learning process (students' activities)?
- How can the use of Slide Video increase the quality of teacher's teaching performance?

C. Objectives

The objectives formulated by the writer are;

1. To find out how the use of slide video can increase the students' vocabulary achievement.
2. To find out how the use of slide video can increase the teaching learning process (students' activities).
3. To find out how the use of slide video can increase the quality of teacher's teaching performance.

D. Uses

The uses of this research are:

1. Practically

- The teacher: The teacher can make some variations of teaching vocabulary by using slide video.
- The students: Teaching vocabulary through slide video can increase the students' vocabulary achievement as well as their motivation.
- School: Hopefully, the result of the research can be used as the consideration policy related to the development of teaching English.

2. Theoretically

The result of this classroom action research will support the theory about the implementation of slide video in increasing students' vocabulary achievement.

E. Scope

This classroom action research was focused on the implementation of slide video as a technique in teaching English vocabulary. The researcher conducted this research at grade VII of SMP Negeri 6 Bandar Lampung. He conducted the research in the second quarter of the first year students (Class VII F) that consists of 36 students who got the lowest average score in the final test. The focus of this study was on teaching vocabulary through slide video to increase the students'

vocabulary achievement, students' activities and the teacher's teaching performance. The materials used were consistent with the guidelines of junior high school (SMP) curriculum of English (KTSP for English). The material of teaching learning was about understanding the spelling, pronunciation, and the meaning of the words about professions and the sentence dealing with the topic. And the vocabulary achievement was measured by having the students do the vocabulary task.

The video used in this research was Slide Video since the vocabulary contained in this kind of video was suitable for junior high school English level. In the classroom activities, the teacher prepared a slide video that contained some pictures with the topic about profession consisting of some expressions and asked the students to answer some questions related to their understanding to the slide video and then checked the students whether they already got the target vocabulary. So the students' achievement in learning vocabulary through slide video was evaluated in relation to the terms of mastering the vocabulary and understanding the slide video and their participation during teaching learning process occurred.

In this classroom action research, there were two cycles. The first cycle was based on the problems faced by the students and the teacher. Then second cycle was done based on the result of the analysis and reflection of the first cycle.

The researcher analyzed and discussed the observation result during teaching learning process and learning result (students' vocabulary task). The teacher himself tried to foster the teaching vocabulary through slide video, and the researcher as the teacher and the teacher of the class as the observer. Learning process analysis was done based on the observer's observation and students' task results. Based on this analysis and reflection, it was decided the next cycle and the next cycle focused on the weaknesses in the previous cycle.