

CHAPTER I

INTRODUCTION

1.1 Background of The Study

The definition of education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves and society.

Education is also a foundation in life that must be built as well as possible. In general, education can be interpreted as a process of learning knowledge, skills and habits carried out by an individual from one generation to the next generation. This learning process is through teaching, training and research.

Teaching is one component of teacher compencies and every teacher must master and be skilled in carrying out that teaching. Teaching can also be interpreted ad the process of conveying information or knowledge from teachers to students. In this digital era, technological advances also have an impact on the development of educational technology which aims to provide the best service for students, of course this will spur the motivation of educators to manage the learning process well. Audio Media are the audio like conversation, song, etc recordings that can be listened to by the public.

In the context of teaching English as a foreign language, it means that teaching English to the learners with different language, or in other words, the learners did not use English in their daily life. When teaching a

language, teachers actually have two purposes; insure fluency and accuracy in all language skills. There are four language skills that the learners should acquire namely, listening, reading, speaking, and writing. And there are also language components they must master, that are vocabulary, pronunciation, and structure.

At the moment, learning English is an important aspect because some people think that English is very difficult to learn. Especially in school, teachers find it difficult to teach their students because students sometimes don't understand what the teacher is saying and this problem can make students lazy to learn English. Emotions are important in the classroom because they have an impact on learning. They affect students's ability to process information and to accurately understand what they are dealing with. According to Brown, (Ellen Eun Kyoo Kim, 2011). Emotions affect learning in the most fundamental ways because they are the basis of learning strategies and techniques. In other words, emotional states can encourage or hinder learning.

The Researcher found that many students at SMP N 2 Berastagi were less interested in learning English because they thought that learning English was very difficult to pronounce, memorize, write and remember. Especially in the vocabulary section, they consider too much vocabulary difficult and not easy to remember so their vocabulary is very small. From what The Researcher observed, there is a lack of methods used by teachers at the school to increase students' interest in English, therefore The Researcher wants to apply the use of Audio Media methods in English language learning to increase students' vocabulary at SMP N 2 Berastagi.

Traditionally, vocabulary instruction has been primarily text-based, relying on textbooks, worksheets, and rote memorization. However,

research in language pedagogy has increasingly emphasized the importance of incorporating multimedia and technology into the classroom to enhance language learning experiences. Audio media, in the form of podcasts, audio recordings, and interactive software, has emerged as a valuable resource for language educators.

Media can be defined as mediator or conductor which deliver the information from the transmitter to the receiver. In the teaching and learning process media are defined as all the objects that mediate the learning process. According to Van Els et al. (1984), media are all aids which may be used by teachers and learners to attain certain educational objectives. Heinich (1993) also states that media are considered as instructional media when they carry messages with an instructional purpose, to facilitate communication. Moreover, Suleiman (1988) asserts that instructional media are the media that bring information or messages from the information resources /sender (teachers) to the receivers (students). He further states that the instructional media are intended to increase the learning outcome. However, it must be remembered that in the use of instructional media, it is important for the teachers to have certain ability and skill to use the media effectively and efficiently. Generally, there are three kinds of teaching media. They are audio, visual, and audio-visual media. Audio media are media that can be listened to, while visual media are media that can be seen. The teaching media that involve the senses of sight and hearing are named as audio-visual media (Kasbolah, 1993;57) Furthermore, Sukiman (2012) states that media consists of four kinds, the first is audio media such as; recording, tap recording, multitrack recording, digital, recording and audio.

Audio media offers several advantages for language learners. It provides opportunities for authentic language exposure, pronunciation practice, and contextualized language use. Additionally, it can make the learning process

more engaging and enjoyable for students. As technology continues to play a significant role in education, understanding the potential impact of audio media on vocabulary acquisition among junior high school students becomes imperative.

Using Audio Media in teaching English has been believed effective to improve students' learning achievement. In this sense, Sugiharto (1994) states that instructional media can be used in the teaching of English, because they can activate and stimulate the students' interest in studying English, lessen verbalism, and make the acquisition of the result of learning permanent.

While there is existing research on the use of multimedia and technology in language education, limited studies specifically focus on the effect of audio media on vocabulary skills at the junior high school level in our context. Therefore, this study seeks to address this gap by examining whether the integration of audio media in English language instruction can enhance vocabulary acquisition and retention among junior high school students.

Good learning media is media that can help the process of transferring learning material well, attract students' attention, create a pleasant learning atmosphere, and can motivate them. Arsyad (2011) emphasized that the learning process can become more dynamic and will achieve the desired targets if tools or media are added, such as audio-visual media, print, projectors, films, games, and so on. Yassaei (2012) adds that one of the most well-known ways to create a meaningful context for English language learning is through the use of media, which can be displayed through various formats, such as print, audio, and visual. Meanwhile, Hamalik (in Arsyad, 2011), stated that the use of learning media in the teaching and

learning process can generate new desires and interests, generate motivation and stimulation of learning activities, and even have a psychological influence on students. Sundayana (2015:6) explains learning media as tools that are physically used to convey the contents of subject matter such as: books, tape recorders, cassettes, video cameras, films, slides (picture frames), photos, graphics, television and computers. Learning media can be: media that can be heard (audio), seen (visual) or a combination of both (audio). visual).

1.2 The Identification of the Study

Referring to background of the problem above, there are many problems that can be identified among others:

1. The students are not be sure to express their ideas in English.
2. The students seem to be nervous to speak by English language.
3. The students seldom use English language in their daily activity of communication either inside or outside the class.

1.3 The Identification of Problem

Based on the Background of Study above, the writer problem are formulated a research question this way:

1. How to apply Audio Learning Media to English language learning?
2. Does Audio Media have effect to Students' English Vocabulary skill?

1.4 Purpose of the Research

Based on research question question, the purpose of the study is to find out if there are some significant difference between teaching Audio Media towards Students' learning Vocabulary.

1. To find out how to apply Audio Learning Media to English language Learning
2. To find out whether Audio Media has effect in Students's Vocabulary skill.

1.5 Benefits of Research

The benefits of research are:

1. As input for students: The students' apply English vocabulary skill by using audio media.
2. As input for teacher to find out what causes students lack of English vocabulary skill, especially using audio media can help the students to solve the difficulties the students face.
3. To researcher: The Effect of using audio media can be reference to next researcher.

