

## **CHAPTER I INTRODUCTION**

### **1.1 Background**

What is meant by common language is the language used as a means of speaking with other people in any activity and anywhere. In our country, English is a complex language. In general, it is given in every school starting from school level for students aged 10 years to college. It is already a compulsory subject which is one of the subjects assessed in school exams. Apart from that, there are many part of the English language is vocabulary. Vocabulary is the bottom part of the English must be understood by students because without vocabulary we cannot understand or comprehend each other and we cannot express our opinions, feelings and ideas. On the other hand, teaching vocabulary is not easy, because the teacher has to determine the right method makes learning easy. So, students enjoy and relax learning vocabulary and they can master it. There are many factors that make students difficult to master vocabulary. Allen (1999) states that lack of interest, self-confidence, motivation, teachers and environment are factors which hinders students from mastering English vocabulary. Language plays an important role in our lives. It must be we realize that it is important for a teacher of languages to be able to understand the ultimate purpose of language teaching is for students to become proficient in language. The skill language cover for facets: Listening skill, Speaking skill, Writing skill, and Reading skill. On the four componets are intrinsically linked to each other.

Once we know that language and communication are role in aquisition of language skills. Vocabulary was te main ingredient in the deep language skills, since vocabulary had a pivotal role as regards the fabrication but, learning a language is not synonymous with learning the vocabulary meant acquiring was not enough by simply memorizing vocabulary. This means that language learners are not can know language though dictionaries ( Efendi 2005:96 ).

A man without his vocabulary would be difficult to speak out his mind and his desire to get the ideas out in the main. As for ideas of the quality of craftsmanship of one's language depending on the quantity and quality of the

vocabulary it had. Increasingly a richer vocabulary could be more likely to be capable language. In other words relatively limited use of vocabulary is good from quantity and quality would be a hindrance to and logical, systematic, and complete expression of ideas or ideas.

Vocabulary had a very important role in relation to a child's ability to capture or understand ideas conveyed by speakers to improve in study. We must realize that purpose the main teaching of vocabulary was to develop student's interest in words. On a student whose curiosity burns so easily enriches a vocabulary and becomes more susceptible to discretionary be reasonable (Nurhadi 1995). It is not uncommon to find the pleasure of reading students fading because the impoverished vocabulary of one. A problem often faced because lack or limited tools or media as a teacher or student helper, so it will feel slower taking lesson and get bored. With the king that students will usually take action by playing, talking to the fellow students, so on. Act like it would disconcentrating the students of the lesson, creating the gadding classes and will disrupt the learning of teaching. Whereas good learning is not only the delivery of words but also the presence of tools or media with a view to making it easier for student to understand the lesson.

Krashen and Terrel (1983:155) write that vocabulary is important for the acquisition process and as a base for communication. People acquire morphology and syntax because they understand the meaning of utterances. Acquisition depends on the input being comprehensible. And comprehensibility is dependent directly on the ability to recognize their meaning of the key elements in the utterance. Therefore, acquisition will not take place without comprehension of vocabulary. Moreover, Harmer (2001:53) says "if language structures make up the skeleton of language, then it is vocabulary that provides the vital organ and the flesh". Vocabulary affects the communication process. It affects the will and ability to express ideas correctly.

How do you teach this vocabulary to students so that their vocabulary increases? We need media to increase vocabulary (a kind of vocabulary teaching). Seeing the importance of vocabulary in improving language teaching skills, based

on the above, researchers must conduct research on how to use picture teaching to improve the vocabulary of seventh grade students at SMP Negeri 4 Ampana Tete.

## **1.2 Problem Statement**

With this, researchers want to carry out this research questions like this : “ is the use of picture effective in improving student’s vocabulary using picture?”.

## **1.3 Objective of the Research**

Based on the problem statement above, the researcher aims to find out whether or not the use of picture effective in improving student of seventh grade students vocabulary at SMP Negeri Ampana Tete in the academic year 2021/2022.

## **1.4 Significant of the Research**

This research is expected to provide significant contribution both theoretically and practically.

### **1. Theoretical**

This research hopeful to be able to contribute and provide empirical evidence to support the effectiveness of using picture in the teaching and learning process, especially to vocabulary teaching.

### **2. Practical**

firstly, the teacher could use the material easier and the teacher would have a new method to teach vocabulary through picture. In addition, the teacher could make this to be an interesting method in other the students easy to understand in learning english vocabulary. Secondly, the students could enjoy and understand easily the learning process not be bored when the teacher gave the material. The last for research, this research was expected to be a reference for other researchers and gave the sources of information.

## **1.5 Scope of The Research**

This research is limited and focused on the use of picture in teaching vocabulary. In vocabulary just focused on the noun such as countable noun and uncountable noun .

### **1.6 Operational Definition**

The operational definition of this research as follow;

#### **1. Vocabulary**

Vocabulary is initial part that English students must understand in order to be understood. English is also vocabulary which is language words that have meaning and function. From the people a language can also be processed as a means of speaking among humans.

#### **2. Picture**

Picture is the actual result of the outpouring of thought or imagination which is visualized into two dimensional form so that it can be understood by others.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Some Partient Ideas**

##### **1. The Vocabulary**

###### **a. Definition of vocabulary**

Vocabulary is a collection of several words put together to have meaning. Vocabulary is a group of words that have meaning, while based on the opinion of Muhbubah (2005) vocabulary is the concept and use of common language words so that it becomes part of people's understanding of speaking, reading and writing. Vocabulary is words that have meaning when heard or seen and also thought about, not processed by the individual himself to talk to the people around him.

According to Brown (2004) vocabulary is the content and use of language words that are learned so that they become part of a child's knowledge, speaking, reading and writing. Second, vocabulary is words that have meaning if they are not easy or visible even though individuals produce them when communicating with other people.

Richard (2002) believes that vocabulary is one of the easiest parts of language and one of the first things that applied linguists look at. According to Webster (2003), vocabulary is a structure of words and sometimes phrases, usually arranged alphabetically, ending in a word. Marsuni (2005) also believes that vocabulary is the skill of recognizing individual letters that form a word. Meanwhile, Amiruddin (2004) said that vocabulary can be interpreted roughly as a collection of words that we give in a foreign language. In this research, vocabulary is related to Brown's (2004) definition, which is of the view that vocabulary is the content and use of language words being studied so that they become part of children's knowledge, speaking, reading and writing. Second, vocabulary is words that have meaning if they are difficult or visible even though individuals process them when communicating with other people.

Good in Busran (2009) defines vocabulary as the content and use of language words that are studied in general so that they become part of a child's knowledge, speaking, and then reading and writing vocabulary. This word also means words

that have been heard or seen even though they were not produced by the individual himself to talk to other people.

- Eyraud (2000) argues that vocabulary is central to language and very important for language learners in general.
- Hornby (2000:1331) says that vocabulary is a collection of words in a language. From the understanding expressed by Hornby above, it can be interpreted that vocabulary is the basic and most important part of all languages.

### **b. Types of vocabulary**

Harmer (1991) states that vocabulary is divided into two, namely: (a) Active vocabulary, refers to vocabulary that has been given to students, is understood and is also expected to be used by them, (b) Passive vocabulary, refers to vocabulary that they use. maybe it can't be processed. Good (2005) divides vocabulary into four parts, namely:

1. Oral vocabulary consists of a collection of words that are used actively in speaking and are easily accepted by the tongue of the person who says them.
2. Writing vocabulary is a variety of words that are easily understood by someone's vocabulary. This is usually used in writing.
3. Understanding vocabulary is a collection of words that a person can understand when they hear them.
4. Reading vocabulary are words that people can know when they find them in written components.

Schail (2004) groups vocabulary into three types, namely:

- A. Active vocabulary, words commonly used in speaking.
- B. Reserve vocabulary, namely words that we know but rarely use in everyday conversation. We make use of it in writing letters and looking for synonyms.
- C. Passive vocabulary, a collection of words that we know vaguely but we are sure their meaning has never been used either orally or in writing, we only understand them because we have seen the words before.

According to Linguist Leggett (2001) there are two types of vocabulary:

1. Passive or introductory vocabulary, a collection of words that someone knows. in the context of reading elements but actually he does not use it himself.

2. Active vocabulary consisting of a collection of verbs used daily in writing and communicate.

Donoqhgue (1999) divides vocabulary into four types, namely:

- A. Listening or hearing vocabulary, refers to a collection of words that someone knows when they hear them.
- B. Vocabulary speaks of all the words a person uses in creating himself verbally.
- C. Reading vocabulary, includes a collection of words that a person knows when seen in picture or written form.
- D. Writing vocabulary is obtained in chronological order and consists of all the words that a person uses or can use in writing materials.

Apart from that, Page and Thomas (1971) can divide vocabulary into four types, namely:

- A. Oral vocabulary, consisting of various words that are active in speech. It is a collection of words that are clearly said by the tongue in speaking. The more often a person uses a word in speaking, the easier it is for the word to come to his lips.
- B. Writing vocabulary, consisting of various words that are not difficult to know in one finger vocabulary.
- C. Listening vocabulary is a variety of words that a person responds to with meaning.
- D. Reading vocabulary is a collection of words that a person responds to and knows in other people's words.

### **c. Parts of Vocabulary**

Vocabulary consists of three types, namely:

1. A verb is a word that can be used with a subject to form the basis of the final sentence. Verbs are a group of words that express actions based on situations, positions and verbs are action words, the more actions that can be written, the greater the ability.
2. Nouns, to choose a noun, think first that the noun is a person, place, thing or opinion.

3. Adjective, an adjective that is very easy to change a noun. This means that they can change any verb, adjectives are divided into parts as a way to find out what they mean.

#### **d. Function of Vocabulary**

Redman and Gains (2000) summarize that it is to learn vocabulary, the teaching system can be known and understand how to write, read, materials and then it is beneficial for students to understand and use it to be able to speak and write. Therefore, according to Legget (2001), the basis for vocabulary is that students can understand all the words in the engraved material and utterances and then students can use them in life every time they say and also engrave words. with this research, researchers can summarize the usefulness of vocabulary, namely that students can remember all the words in writing, understand written parts and can recognize and also use them when speaking and writing sentences.

#### **e. Teaching and Learning Vocabulary**

Teaching and learning vocabulary is not an easy method. Teacher expertise in knowing students' competencies and characteristics is very necessary.

##### **1. Teaching vocabulary**

Teaching English vocabulary to young children is not the same as to adults, so the teaching materials given to students must be appropriate to their age level. According to Good (2005), teaching is 1) narrowly the act of providing knowledge in an education, 2) broadly the activity of providing teaching materials and directions that complement the equipment of a formal or non-formal teaching system.

##### **2. Learn vocabulary**

Allen (1999) groups vocabulary learning techniques as follows:

###### **a) In beginner class**

The teacher provides vocabulary meanings using pictures, real objects, explanations and meanings in ordinary English using a collection of words that students already know.

#### b) Vocabulary in middle class

To show the meaning of a collection of foreign words, the teacher explains by using easy sentences in pictures English can also be used at the intermediate level in several useful ways.

#### c) Views on providing knowledge and understanding vocabulary

Allen's (1999) view, there are two main things in advanced classes. First, students are prepared for the type of English used by real speakers. Second, helping students to be independent in their own learning. Therefore, in explaining new words, teachers not only simplify the sentences that students use, but sometimes require more modern reading constructions such as those often used by real English speakers. that way, students will increase their vocabulary by using various methods based on their wishes.

#### **f. The Students need to know about vocabulary**

Harmer (1991) explains that vocabulary has 4 things that students need to understand. These four things are the meaning of the word, the use of the word, the word delivery and the language structure of the word.

##### **1. Meaning of words**

One word may have more than one meaning. The meaning of the word emerges from the way in which the word comes out. In that case, with vocabulary teaching, the words given to students must be given in various ways to display various meanings.

##### **2. Use of words**

The meanings of the following words can be changed. The proposed or reduced way of using it and the context need to be understood by students. Therefore, with the use of words, Harmer (1991) stated that students need to know the context, such as word collocations, namely which words are related to each other. For example, the word "ankle" cannot be collocated with the word "eye". So we have a collection like "sprained eye". On the other hand, the word "pain" can collocate with "eye" such as "eye pain", but cannot be collocated with "ankle pain".

##### **3. Word formation**

Word formation focuses on the form of words and how they are formed. There are words that are like nouns, there are words that are like adjectives, there are

also words that are verbs, and so on. Students need to understand how to texture adjectives from nouns to adjectives, how to texture verbs to change nouns, or texture adjectives, and so on. such as good looks (noun) is changed to handsome (adjective), or handsome (verb).

#### **4. Word grammar**

Word grammar refers to the elements, namely the way in which grammar is used. In English, for example, some verbs are used using "to" walk to, wanna, there are also other verbs that are used without "to" can, way, etc. English verbs have tenses such as the verb "want" which can change to want, "talk" can change to speak, or spoken. Students need to understand when they are using it correctly.

#### **2. Pictures**

##### **a. Pictures as Teaching Media**

Media is a very important part of the English teaching and learning system. Based on Gutschow in Winoto (2005:17), media can serve four overall purposes:

- 1) Media can help facilitate the teaching system and help complete it.
- 2) Media becomes a reference for teachers to practice the principles of teaching objects and depictions.
- 3) With the media, students' use of their mother tongue can be prevented.
- 4) Media is a motivational tool when used to improve the learning system. Images are one of the media that is often used. Pictures are commonly used in learning systems for any subject, not just in learning English. Images can also be used to attract students' attention and make them like the subject being taught. therefore, students' attitudes, motivation and desires are factors supporting their achievement (Finocchiaro, 1975: 263). In addition, Chayanuvat (1996) is of the view that a picture is better than many words. There is no doubt that images are a powerful visual aid. "Images" here include everything from postcards, drawings, photos, paintings, wall drawings, to slides and videos. Images are an important aspect in the teaching and learning process. Pictures, especially in beginner learning systems, are very helpful because they give them a more concrete picture and evidence of what they are learning. Pictures can improve students' learning by using something more real than just a collection of words or explanations spoken by the teacher.

Paul (2003) says that some of the most useful images include:

1) Theme

Examples are mountains, nature, tourist attractions, animals, kitchen, vegetables and objects around.

2) Map

Examples are islands, regions, familiar areas, soccer fields, and treasure maps.

3 people

Examples are photos or pictures of people, including people the child is familiar with.

4) Picture puzzle

What is meant by game images are pairs of images that are not the same, and images that are separated and put together.

5) Worldwide

These images show everyday lifestyles around the world, especially images showing children doing things that are also created by children around the world.

Harmer (2001:134) uses the proverb learning aids to refer to the tools used in the learning process. He is of the view that as language teachers, we use various media for teaching to explain the meaning and construction of language, involve students in a discussion, or as the basis for all activities.

Finocchiaro (1989:137) further stated that as a teaching medium, images must contain at least three main types of main images. First, draw single creatures and objects. Second, images of people carrying out activities that show the relationship between individuals and views. Third, a series of six to ten images used in one chart of count nouns (as furniture) or mass nouns (as food or sports or work activities). From the definition above, it can be interpreted that pictures as a learning tool are one of the teaching and learning things that have a very important role in helping teachers organize the learning process and make it easier for students in the learning process.

## **b. Criteria for Good Pictures**

To fulfill learning objectives with image media, the images used must be good. There are several conditions that must be met for a good image.

1) The image should be simple

The first consideration in choosing an image is an image that looks simple. A pretty picture will help but isn't really necessary. Simple pictures are useful and can be a good tool as long as they make the explanation easier.

2) The image should not appear ambiguous

There are lots of pictures but not all of them can be used in the learning process. Many of them are ambiguous, such as a picture of a student sitting holding a book. It is difficult to determine whether the intent of the image is reading or understanding. To avoid this, we need to use images that clearly illustrate the point.

3) Pictures need to be appropriate to the student's ability level

It is very important for teachers to take into account their students' English language skills. This means that the use of images must be appropriate to the student's English proficiency. If the images shown are too difficult to understand, students will get dizzy and not be enthusiastic about learning. Therefore, teachers need to be selective in choosing images that suit their students' proficiency in the target language.

4) The size of the image is adjusted to the class

The purpose of this consideration is that each student is able to see all the necessary details in the image or action, or knowledge can be smaller than the image, which includes more images or actions.

5) The picture must be related to the topic given by the teacher.

As mentioned above, not all images can be used in the learning process. Media that is not appropriate to the topic being discussed will most likely make students' minds dizzy. Sometimes, one to two properly selected images are enough.

From the discussion above, the conclusion that can be understood is that there are many types of images that we can find in our environment. They can be very helpful in making things easier for teachers and students in the English learning process if the teacher provides them correctly.

### **c. The Advantages of Using Pictures in ELT Process**

The use of tools in the learning process can help teachers in conveying material and help students digest the knowledge provided. Pictures are a tool in the learning process that have several uses for both teachers and students. There are

several advantages of using pictures in teaching students as stated by Chayanuvat (1996).

- 1) They are varied and often prominent, beautiful, and colorful, making themselves an important element for enjoyment and motivation.
- 2) They enable students to mobilize their own fantasies and interpretations of their life experiences. In this way, students are tested to display their abilities.
- 3) Images provide various sources of contextualization. It's not just what is in the image that is seen, the background and context connected to it are also depicted.
- 4) They provide a basis for students to improve their language.
- 5) Most importantly, they deliver the real world into the classroom as best as possible. They help students use language in meaningful ways.
- 6) They help students engage individually, an element of a student-centered approach.
- 7) For teachers, this tool is very easy to obtain. There are very unique pictures in newspapers and story books. The teacher can use pictures at any level in the lesson if his opinion is appropriate. They can be used for warm-up, language practice, and consolidation of the given points.

William (1963) in Rohmah (1996) suggests several functions of images:

- 1) Media to study in detail. Our up-close knowledge ensures students understand the details of subjects that may not seem easy to learn.
- 2) Images can check misconceptions, concepts created on the basis of experiences that do not cover or verbal explanations that are not appropriate.
- 3) Prevent misunderstandings. The method and terminology can be improved appropriately if there are pictures accompanying the terminology.
- 4) Creating new experiences because not all aspects can be learned from current experience, learning can be expanded through various kinds of experiences provided using images.
- 5) Ask questions and deal with problems. By asking the right type of questions. Teachers can start a proper discussion between students.
- 6) Prepare settings. Images can provide the setting and background needed to widen knowledge of an event.

From the previous explanation it can be summarized that images can be used as potential and useful media in the English language learning process. There are many benefits of pictures in helping teachers give language assignments and presentations. Teachers and students will find it easier to follow these stages if they are equipped with the appropriate tools. The images used must be appropriate. learning objectives that are factual and appropriate to the materials and activities supported.

## **2.2 Preview of Related Research finding**

Tati Aprianti 2009 Thesis "Improving Learners' English Vocabulary using Pictures in Class VIII A of SMP N 10 Yogyakarta Academic Year 2008/2009". This research is action research, which focuses on efforts to increase students' vocabulary mastery in the English learning process. This research was carried out in the form of group action research. This research was conducted in groups with the principal, English teacher, observers, and class VIII A students of SMPN 10 Yogyakarta. Groups work together to organize plans, implement and reflect on actions. A description of the action research steps is presented here in four parts. The first is sharpening the problem. The second part is a report on flow I. The next part is a report on flow II, and at the end general findings regarding the actions taken are presented.

A. Riskawati Hajis from Alauddin State Islamic University Makassar, 2014 in her research title "Increasing Students' Vocabulary by Using Visual Media at SMP N 10 Makassar". This research consists of two problem formulations. They are (1) How is Visual Media used to increase the vocabulary of first grade students at SMP N 10 Makassar? (2) How does student vocabulary increase through Visual Media for first year students at SMP N 10 Makassar? The aim of this research is to determine the increase in student vocabulary through Visual Media VII B at SMP N 10 Makassar.

This research is classroom action research. It consists of two cycles. The research procedure in each cycle consists of four stages. They plan, act, observe, and reflect. The research subjects consisted of 43 class VII B students of SMP N 10 Makassar. The instruments of this research are tests which are analyzed using

quantitative analysis and observation sheets which are analyzed using qualitative analysis.

The research results show that there is a rapid increase in students' vocabulary after using visual media. This is proven by the average student ability test score of 6.33, but it increased to 6.80 in cycle I and 7.51 in cycle II. This means that students' vocabulary from the first cycle to the second cycle is classified as successful. Visual media can increase students' vocabulary.

### **2.3 Hypothesis**

This research's hypothesis can be stated as follows:

1. Null Hypothesis ( $H_0$ ): There are no significant changes between the results of the pre-test and post-test after treatment in enhancing students' vocabulary through the use of picture stories on school.
2. Alternative Hypothesis ( $H_1$ ): There are substantial variations in the results of the pre-test and post-test after treatment in improving students' vocabulary through picture stories.

The provisions for deciding the hypothesis test's final conclusion are as follows: If  $t_{\text{value}}$  is less than  $t_{\text{table}}$ ,  $H_0$  is rejected. It means that using picture book media is more effective than not using it. If  $t_{\text{value}}$  is  $t_{\text{table}}$ , however,  $H_0$  is acceptable. It means that employing picture storybook media is not any more effective.