

CHAPTER I

INTRODUCTION

1.1 Background of The Study

One of the most crucial components of education for the development of human resources is English, which is expected to be able to inform people about the future in which English will be used in all fields, even though it is currently easily accessible everywhere and at all times. English is rapidly assuming the role of a world language, and no other language has spread around the globe so extensively, making English a truly international language. As a result, mastery of English is essential in Indonesia, English is a significant subject in the curriculum. Students must master the four skills of speaking, listening, reading, and writing, especially writing, since it is used in many aspects of international literature, including agreements in political (Crystal 2000:25)

In Indonesian formal schools, English is the first foreign language that is deemed necessary to teach pupils. The Indonesian government has chosen to make English a required subject in all schools, recognizing its significance as one of the international languages. Regardless of how well the student learns grammar, or how successfully the sounds of L2 occur in any meaningful way, "vocabulary is the most crucial component of learning English as a foreign language (McCarthy, 2010:140). "Very little can be expressed without grammar, and nothing can be expressed without vocabulary," Schmitt (2000:03) added. Grammar is seen by many students and English language learners as the key to proficiency in the language. However, based on the two aforementioned viewpoints, it can be inferred that even if a pupil is proficient in grammar, they will still be unable to form a sentence if they have a limited vocabulary. A phrase can be constructed from the words. "Vocabulary is defined as words that are thought in a foreign language" (Joyce 2000:60).

This does not negate the importance of knowing grammar, though, as there are a number of English vocabulary words that have many meanings, some of which depend on the sentence's context.

Both teachers and students at school undoubtedly have challenges when it comes to teaching and acquiring language; therefore, the teacher must modify their approach to meet the demands of the pupils. Teachers typically teach vocabulary by giving students a list of words to learn, which they are then supposed to commit to memory. Teachers may not be aware that their practice may make students less interested in learning because it is dull. However, there is no denying that teaching a foreign language is a challenging profession. There will always be challenges in the classroom. "The hardest part has always been making vocabulary study relevant and helpful for students" (Allen 1999:40).

Picture strip story is a teaching media that uses pieces of cardboard, where on the cardboard it is written story that is deliberately cut into pieces at every word. This medium is expected able to help students in understanding and remembering a word quickly, this media can also help students to compose word into sentences properly and precisely. The main reason for using picture strip story because in addition to improving reading and writing skills, in particular writing in narrative text material. Picture strip story are also capable of provide motivation, attract attention, stimulate students responses, clarify the concept of words in order to enhance writing skills and effectively accomplish the goals of the teaching and learning process. especially to assess whether the methods used to help pupils write better English paragraphs are effective.

Picture strip story are learning media that uses tools in the form of pictures/ writing visualized to students clearly, picture strip story pieces of paper that are often used in teaching foreign languages or learning materials other. The purpose of using story strip media is so that the learning being thought can be seen clearly and together , so that it is hoped that student learning outcomes will increase (Meilawati : 2022).

According to Freeman (2000: 129) states that various teaching-learning activities can utilize picture strip stories, such as providing a strip story to a small group. A member of the group will then display the first image of the story to her peers and request them to guess what the second image depicts. This task illustrates the use of a strip story as a method for performing a problem-solving activity through a communicative approach. They can be arranged in such a way

that students exchange information or collaborate to find a solution. In summary, a picture strip story consists of a series of images that follow a narrative sequence, intended to be read as a story or chronicle in order

As for one of the media and teaching media that are suitable for text narrative are visual media. Visual media can be said as a medium of communication between the sender of the message and the recipient of the message. Picture strip story as visual media that requires participant vision learn to catch every lesson, picture strip story can facilitate in the use of simple tools and items.

The reason researchers chose this school is because SMPN 1 Bua is one of the quality schools in the Luwu area, namely Bua, this school is one of the quality schools that lacks in using learning methods, usually this school only provides aids such as books in the learning process so in my opinion the use of this picture strip story learning media can increase student interest in learning English. as we know that this picture strip story can increase student interest and motivation, facilitate understanding of concepts, encourage activeness and creativity and fun learning for students, provide innovation in teaching and learning styles. picture strip story can be one solution to improve student learning outcomes, made with an attractive design, can increase student interest in learning so that learning is not boring. During the learning process students are more active and attract students' interest in learning. School support is needed to help overcome the limitations of technology and teacher skills in developing good learning media, one of which can be developed picture strip story learning media to make interesting learning evaluations of the material presented by the teacher.

By using picture strip story, it is hoped that it can motivate students to read and attention to the material, so that in this study writer are interested in carrying out an action research, an action research conducted entitled "The Use of Pictures Strip Story in Improving Students Vocabulary to eighth grade students of SMPN 1 Bua".

1.2 Problems of the Study

Based on the description of the background above, the writer formulates the following problem statements.

How does the use of picture strip story can improve the students vocabulary?

1.3 Objective of the Research

In this case the objective of this research is to find out the use of picture strip story effective to improve the students' vocabulary.

1.4 Significant of the Research

The writer hopes that this research gives a meaningful contribution in vocabulary through picture strip story:

1. For Students

By using picture strip story you will be able to provide different learning experiences by training concentration and activeness.

2. For The Next Researcher

It is hoped that this research will be able to become reference for further research and can be developed into more perfect.

3. For Teachers

As input material in teaching and learning activities with using picture strip story media which at certain times can be done used for further learning, contribute to improving the quality of teaching and learning and improve the students learning completeness.

1.5 Scope of Research

This research restricted by paying attention to the application of picture strip story improving student vocabulary.

1.6 Operational Definition

To make clear our understanding on the topic under discussion, the writer gives some definitions in relation to the object of research.

1. Picture strip story

Picture strip story are form of visual narrative that combines images with text to tell a story. Several experts have provided views on this art form, especially in the context of comics, illustrations and graphic narratives.

A picture strip story serves as a medium that can engage students' interest and enhance their motivation to learn, as visuals support creativity and boost cognitive skills (Canning-Willson, 2014).

Picture strips specifically created for language instruction tend to be quite dull; alternative options include comic strips or photo story strips, suggesting that picture strip stories are suitable for addressing certain classroom situation issues.

2. Vocabulary

Vocabulary plays a crucial role in mastering English, as it forms the foundation for language acquisition. This can be determined from the experts' definition of vocabulary. According to Jack C. Richards (2001:4), vocabulary is a crucial element of language and is something that linguists should focus on.

Thursan Hakim (2011: 1) states that vocabulary is a storehouse or assortment of words; in grammar, it refers to the set of words essential for constructing both spoken and written sentences. According to Jack C. Richards and Willy A. Renandya (2007:255), vocabulary is an essential element of language proficiency and significantly influences how effectively learners communicate through speaking, listening, and writing.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Idea

1. Vocabulary

a. Definition of Vocabulary

Vocabulary consists of words that are utilized to construct a sentence and carry meaning. When learning a language, the initial step is to acquire and attempt to master the vocabulary to the fullest extent. This will simplify the process of forming the sentence you wish to express. "Vocabulary is the key factor in language proficiency since it influences the effectiveness of learners in speaking, listening, and writing" (Richard, 2001: 255).

Vocabulary is the ability to understand the words and their meanings in a language. As noted by Richard (2001:154), the target vocabulary typically employed in English courses tends to differ.

- a) Basic level : 1000 words
- b) Intermediate level : additional 20000 words
- c) Upper intermediate level : additional 2000 words
- d) Advanced level : additional 2000+words

Students will find that vocabulary aids their success in using English. Vocabulary serves as a fundamental component in learning English, assisting students in comprehending how words function in both written and spoken contexts. They will comprehend the meanings of specific words, how to pronounce them in another language, how to read them, and how to write them as well.

b. Aspect of Vocabulary

When teaching vocabulary, there are certain aspects that educators need to share with their students. As noted by Kucan (2012: 135), vocabulary encompasses usage, spelling, meaning, and pronunciation. These elements significantly affect vocabulary:

1) Utilize

Learning individual words in isolation is inadequate. To enhance your vocabulary and utilize words effectively in speech or writing, it's essential to

comprehend their usage. This entails understanding prepositions linked to specific words (like prepare for, benefit from, skilled in, related to), or the verb forms that may come after the word (such as prepare to do, unwilling to do, consider doing).

2) Orthography

Correct spelling is essential when you aim to incorporate words in your writing. English is famous for its difficulty, featuring numerous words that are spelled differently than they sound. This is evident when analyzing homonyms; nearly every phoneme can be spelled in various ways.

3) Significance

Numerous English words possess various meanings; while some meanings of certain words might be alike, others can significantly differ. Generally, when acquiring vocabulary, it's more effective to learn words within context, such as through reading, instead of focusing on all their possible meanings.

4) Articulation

Grasping the pronunciation of a word is crucial for using it in conversation or comprehending it during listening. Pronunciation, similar to spelling, can be a challenging aspect, as some words that are spelled identically are pronounced differently. The primary distinction in this case lies in the vowel sounds. English features a significantly higher number of vowel sounds compared to other languages, making it one of the most challenging aspects for learners, while consonants are typically easier to master.

c. The Importance of Vocabulary

Vocabulary was essential for learning English, which is why it was crucial to teach students. Bintz (2011) asserted that vocabulary was vital fundamentally since a word served as a tool for contemplating the meanings it would convey.

The acquisition of vocabulary involves a lengthy process starting with knowing, recalling, and comprehending words.

The acquisition of vocabulary requires a lengthy process of recognizing, recalling, and comprehending words; vocabulary is essential to language and is crucial for developing fundamental English skills. Through vocabulary, one gains knowledge and understanding of a language, and as we study or engage with

vocabulary, there is a continual cycle of encountering new words on a daily basis (Krasen, 2007: p. 24).

d. The Teaching of Vocabulary

Vocabulary is a key element of language, and no language can exist without words. Facilitating vocabulary acquisition in context to enhance the addition of new words to our repertoire. Maturing vocabulary entails positioning new concepts well or in a sequence and organizing vocabulary (Eka Safitri, 2011: p.9).

Abdul Kareem (2013) in his article states that teaching English vocabulary is a significant field deserving attention and research; it is an essential aspect of language learning that requires careful management. In English structure, inadequate language skills can hinder students; therefore, prior to instruction, the teacher should choose the vocabulary that students require.

There are indeed numerous methods to teach and learn vocabulary; however, it is crucial to recognize that there is no one-size-fits-all approach. Educators must remember four elements when contemplating methods for vocabulary instruction.

- a) The students whom they instruct
- b) The type of vocabulary they choose to instruct
- c) The educational objectives in instructing each of those terms
- d) The methods they use to instruct the vocabulary

(William P. Bintz, 2009:51)

Students can also enhance their vocabulary by utilizing a glossary, if it is accessible to them. This represents the simplest method for grasping the meanings of words in context, as it eliminates the need for the effort of searching and selecting the correct definition from multiple options, unlike a dictionary lookup. A glossary can serve as a tool or a phase in the learning journey.

Vocabulary is not only generally easier to recall, but it also helps you learn crucial details about how the word is utilized. Typically, the initial aspect you discover about a new English word is its meaning and the translation in your native language. However, there are additional aspects you must discover before you can claim to know a word as a native speaker does; for instance, you need to learn how it is spelled, how it sounds, how it changes form, other grammatical details about it, how it collocates, and if it possesses a specific style or register.

2. Picture Strip Story

a. Definition of Picture Strip Story

Picture strip story means that a group of pictures in order that have sequences story in which the sequences are designed to be read as a narrative or as a chronicle in sequence. A picture strip story is a series of sequential images that are used to tell a story, often accompanied by minimal text, the images are arranged in a specific order to convey a narrative, usually with each picture representing a key moment or even in the story.

A picture strip story is a visual narrative tool where the pictures provide context and meaning, while the text may offer additional details or dialogue, it can also serve to make abstract or complex concepts easier to understand by presenting them visually.

According to Mayer (2009) in his theory known as Cognitive Theory of Multimedia Learning, picture strip story can be very effective in increasing understanding and retention of information. Mayer suggests that when picture and text are combined in one sequential picture story (such as picture strip story), the learning process becomes more efficient because it utilizes two cognitive channels: visual and verbal.

Several important points according to Mayer (2009) regarding the use of picture strip story are:

- 1). Multimedia learning, Mayer believes that the use of images and text together helps students to build better understanding, picture strip stories which present sequential images with an associated narrative, utilize the concept of multimedia learning.
- 2). Reduction of Cognitive Load, by providing pictures that depict parts of the story, students do not need to rely on text or verbal descriptions alone, as they can use visuals to understand the storyline, while the text provides additional explanation.
- 3). Sequential presentation, images arranged in a certain order on a picture strip story help students follow the development of the story chronologically, strengthening their understanding of caused-and-effect relationship and narrative structure.

Overall according to Mayer (2009) picture strip stories are an effective way to facilitate students to understanding because they combine visual and verbal elements to strengthen the learning process

b. The Role of Picture

Harmer (2001) mentioned that pictures serve various functions in both writing and speaking. Existent are:

- 1) Images can inspire students and encourage them to focus and participate.
- 2) Images enhance the context in which the language is employed. They introduce the world into the classroom (such as a street scene or a specific object, like a train).
- 3) The image can be characterized objectively (this is a train) or interpreted (it is likely a local train) or reacted to personally (I enjoy traveling by train).
- 4) Images can address inquiries or prompt replacements via guided exercises.

Images can inspire and supply details to be referenced in dialogue, debate, and narration.

It is clear for us that strip picture can be meaningful technique to be applied in writing English paragraphs. Since it can help teacher to motivate the students in teaching in learning process. It similar to what is written by Harmer (2001). He stated that technique to be a very useful tool in creating communicative and interactive activities which can improve students overall language skills. The strip can be keep as they are and used to contextualize a story or description of a process.



Image 2.1 Example picture strip story in teaching vocabulary

Adopted from : <https://kidsshortstories.com/the-boy-with-the-apple-tree-story/>

2.2 Previous Study

There are some researchers relate to this research which have been done:

1. Mustarif (2000: 25) concludes in his study that employing reproduction techniques in writing instruction leads to continuous enhancement of students' writing skills, especially in paragraph composition, and this methodology should be considered for aiding their writing development.
- 2) Rahma Bulan (2007: 57) in her study conducted an investigation into the effectiveness of using picture stories for teaching vocabulary at SDN 91 Walenrang. The outcome shows that employing picture stories for vocabulary instruction to the students, particularly at SDN 91 Walenrang, is successful.
- 3) Fadliyah Rahma Muin (2009: 65) in her research found a significant difference in the students' scores before and after the treatment with color pictures, indicating that color effectively enhances vocabulary among fifth-grade students at SDN 486 Salutete.

2.3 Conceptual Framework

in this study, the researcher aimed to enhance students' English paragraph writing by using picture strip stories. The conceptual framework in this study is illustrated in the diagram.

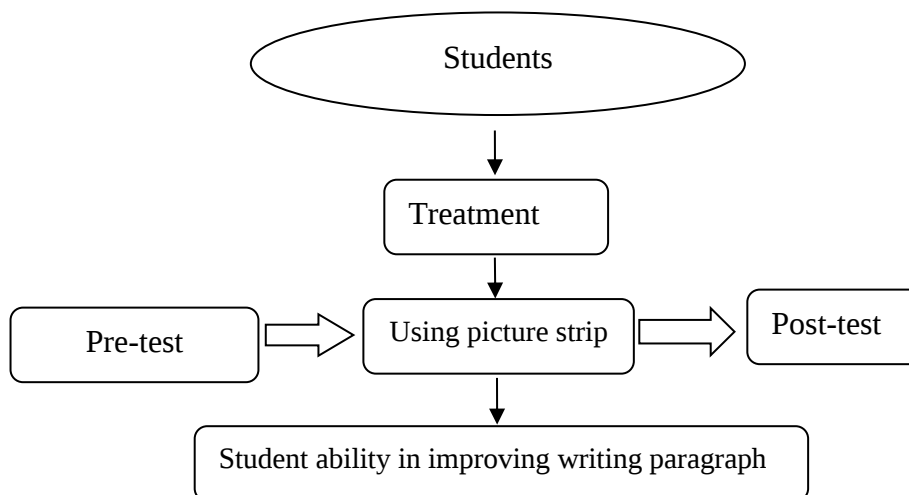


Image 2.2 Conceptual Framework

The diagram above, shows the steps of the researcher in conducting this research. The step was start with giving pretest to the students to get the students score of their basic writing. In pretest the researcher give writing test in essay.

The next step was implementation of the use of picture strip story in teaching writing English paragraph. In this step, the researcher conducted 6 meetings in implementation. In each meeting, there were different titles of narrative text which gave to the students.

The last was post-test. In post-test the researcher gave writing test in essay. The expectation of the researcher in this research was using of picture strip story can give the good effect students in improving writing English paragraph of the first year student in SMPN 1 BUA.

2.4 Hypothesis

The research hypothesis was articulated as follows:

1. Null hypothesis (H₀): There is no meaningful difference between the outcomes of the pre-test and post-test after administering treatment through the use of picture strip stories to eighth-grade students at SMPN 1 Bua.

2. Alternative hypothesis (H1): A significant difference exists between the pre-test and post-test results after applying the picture strip story treatment to the Eighth Grade students at SMPN 1 Bua.