

CHAPTER I

INTRODUCTION

1.1 Background

In acquiring a language, vocabulary as one of the knowledge area in language, plays a great role for the student. Linse (2005), describes that vocabulary is central to language and critical importance to typical language learning. Without a sufficient vocabulary one cannot communicate effectively or expressing in both oral and writing form. Having a limited vocabulary is also a barrier that precludes learner from learning a foreign language. When do not know how to enrich (students) vocabulary. For example, they gradually lose interesting learning. Having a good knowledge in vocabulary is not a simple thing for many students because there are many problems can exist in learning vocabulary it self. However, the teachers have to help the students solve their problems in mastering vocabulary because the students are expected to be rich in vocabularies, so it can support their skill in English.

Based on the explanation above, it can be said that teaching vocabulary is very important thing to help the students in mastering English, however there have been many teachers faced many problems in teaching learning vocabulary in the classroom. Wilkins (2010:10) says that the very first difficulty recognized in teaching words is the matter of whether to teach form first then meaning or meaning first then form later. This matter once drew attention of another author, on the other hand, he also said raised two important facts that teachers might sometimes neglect, one form may have many meanings and vice versa.

Why do researcher want to conducted research in SMPN 1 Malangke? Because according to the recognition of one of the teachers in the school, student vocabulary is still lacking, therefore the researcher wants to conducted research at SMPN 1 Malangke.

The researcher also assumed that in the way in presenting and practicing the vocabulary are also problems in teaching vocabulary. There are some of the teachers are hard to present the words that are taught to the

students and they are sometimes confuse to create the activity to help the students to practice the words. The researcher argues that teachers are suggested to conduct planned presentation of vocabulary as various as possible, so it is better that teachers present word meaning and form by combining more than one technique.

1.2 Problem Statement

Based on the background above, the researcher formulates the research question how improve students vocabulary by telling personal experience by using picture media at SMPN 1 Malangke?.

1.3 Objective of the Research

Based on the statement of the research problem above, the purpose of this study is to find out the extent of students' improvement in learning and applying English vocabulary.

1.4 Significance of the Research

The significances of this research are expected to be useful information and reference for:

1. For teachers, this research can be useful information for English teachers to find out the difficulties faced by students in learning and knowing English vocabulary
2. For students, this research can be useful information about the difficulties they face in improving vocabulary by telling personal experiences
3. The other researchers, the result of this study are expected to be valuable and useful for researchers themselves and other researchers in future studies.

1.5 Operational Definition

The operational definition of this research were as follow:

1. Vocabulary

Vocabulary is a word that has meaning or a sentence have meaning even though by listen, symbol or act. The other meaning of vocabulary is a fundamental need.

2. Media of picture

Media of picture are intermediary that used by the teacher in learning process especially of learning English.

3. Personal experience

Personal experiences are experiences that have been experienced by individuals who are involved in the individuals themselves.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

1. Vocabulary

a. Definition of Vocabulary

Vocabulary is an important thing in learning language. It would be impossible to learn a language without knowing vocabulary. Vocabulary is one of the components of language and that no language exists without words. More words we know, more ideas we can explore. So, we can communicate the ideas effectively.

According to Richards and Renandya, (2011:225), vocabulary is core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, often achieve less than their potential and may be discouraged from making use language learning. Research on vocabulary in recent years has done a great deal to clarify the levels of vocabulary learning learners need to process different kind of oral and written text, as well as the kinds of strategies learners use in understanding, using remembering words.

English vocabulary is part of sentences that have a great role in teaching language. In teaching english vocabulary the teacher have an important role in teaching by using suitable methods. The effectiveness of teaching procedure followed two know principle of learning into daily in technique and habits of efficient learning.

Charty (2013:23) says, vocabulary has an important role in language skill. Vocabulary is one element that link four skills of speaking, listening, reading, and writing. In order to communicate well in english, the student must have the knowledge of english. Student also should acquired and educate numbers of words and should know how to use them accurately. Vocabulay is the important to teach because the student may not have good ability to do the

communication when they do not have good enough mastery on vocabulary.

Smith and Johnson (2011:6), state that each individuals vocabulary may categorized as having four separate but largely overlapping components. Those components indicate how vocabulary are processed and how it is used. Each of us has a receptive productive capacity and within each capacity we process and utilize both spoken and written language.

Vocabulary is a collection of words or phrases usually arranged in sequence and translated (defined), and all the words contained in the language.

b. Types of Vocabulary

Schail and Arief (2002:3) classifies three types of vocabulary as follow:

Active vocabulary, the words that we customarily use in speaking and probably account of 5000-10.000 words, reserve vocabulary, the words that we know but we rarely use in speaking, we use them in writing letter, passive vocabulary, the words that we recognize vaguely but not sure of their meaning, we never use in either speaking or writing, and use just now, that we have them before.

Wapa (1993:13), divides vocabulary into five parts, namely active vocabulary consists number of words, those we known well to use by ourselves, basic vocabulary consists of words and idiomatic expression necessary for minimal use, passive vocabulary consists of words the understood, vocabulary growth is development of vocabulary with age, vocabulary test used in psychological testing to discover a person store of understood words and the last factor influencing vocabulary growth. Donoqu Hermin (2009:23) state that there are specific factors which significantly affect the development of vocabulary in children. Some of them are totally beyond the domain of the teacher, other are reading influenced by planning. In addition, Dighton in Tira (2012:6) divides vocabulary into four division:

Speaking vocabulary is the words that someone reading to the tongue when giving speech, writing vocabulary is the word that comes readily when writing, listening vocabulary is the words, which rarely used but they understood when they are heard, reading vocabulary is the words that rarely used of production are understood when they are seen.

Harmer (1991:159) divides vocabulary into two types: Active vocabulary refers to vocabulary that has been learned by the students. They are expected to be able to use it, passive vocabulary refers to words which students will recognize when they meet them, but they probably not are able to produce it. Rahman in Hasmi (2013:5) classifies vocabulary into two kinds; receptive and productive vocabulary, receptive vocabulary refers to words for lexical items which only can be recognized and comprehend in the context of reading and listening material, productive vocabulary refers to words which can be recalled and used appropriately in writing and speech. From explanation above, we could get information that the types of vocabulary are: Oral vocabulary, writing vocabulary, listening vocabulary and reading vocabulary. Beside that vocabulary can also specified into: Receptive and productive vocabulary.

2. The Concept of Noun

1) Noun

a. Definition of Noun

According to Haryanto and Haryono (2003:8), noun is the word which is used to show the name of people, place, animal or the name of thing.

Vocabulary is about words with the origin, alteration, and relationship to other words so that people used in a language on the world means that vocabulary is the collection of words that used by person to express something.

Based on the explanations some experts above, the researcher concludes that noun is a word which is used to identify or to show

the name of people, place, animal or the name of thing namely ideas, activity.

b. Part of Noun

According to Haryono (2002:14), the part of noun can be divided based on, namely:

1) Common Noun

Common noun is noun that we always found in our daily life or noun that point a common thing.

Example:

Cat, dog, teacher, lawyer

Boy, girls, car, tree

In common noun we use an article such as *a* and *the*.

2) Proper Noun

Proper noun is noun that point name of people, country, city, school, day, month and religion.

Example: Amma, palopo, belopa.

3) Material Noun

Material noun is a noun that shows material. Mostly this is an uncountable noun, we just measure it.

Example: Gold, silver, water, sugar.

4) Abstract Noun

Abstract noun is a noun that does not have form, we cannot see it and be felt by our physical since but we can imagine. Mostly abstract noun is uncountable noun.

Example: Love, hate, courage, friendship

From abstract noun from adjective and verb on noun inflection of noun there is three kinds of inflection, namely: Gender can be divided into four kinds, there are: Masculine gender, feminine gender, common gender, neuter gender.

c. The Important of Vocabulary

As people know, vocabulary is not skill instantly required, especially with the students who have different mother tongue or

second language learner, as a matter of fact in daily teaching process, students often find themselves difficult in memorizing vocabulary, and most students do not know the meaning of words they learn. Vocabulary influences four skills of language; Listening, writing, reading, and speaking. Mostly, students will absorb listening and speaking vocabulary before coming to the reading and writing vocabulary. It's because vocabulary should be the basic knowledge to learn languages.

Harmer and Jeremy (2001:159), says that teaching vocabulary means teachers teach the meaning by translate the words and more than just presenting new words but there are other issues.

Ronald (2011:189) mentioned two main criteria of vocabulary selection for early stages of acquisition. First is adult person should indicate the frequency of each word in written English. Second, provide information about the fact of some kinds of meaning and uses of a word form. In addition, at the basic level of learning, knowing a word involves knowing its form and meaning concluded that knowing vocabulary not only knowing the form but also we should understand the meaning because vocabulary have multiple meaning. In classroom, some techniques can be used by teachers to teach vocabulary.

From the description above it can be concluded that vocabulary understanding is very important as a medium to understand the language of relationship with its context, both the Indonesian and English context.

3. Media

a. Definition of Media

Teaching is a process of communication. It has to be created through the way of teaching and exchanging the in message or information by every teacher and student. The message can be knowledge, skills, ideas, experiences, and many others. Through the process of communication, the people can receive the message or

information. To avoid misunderstanding in the process of communication, media needed in the process of teaching.

Media is means of sending message from sender to message receive. According Gagne in Arief, media is kinds of components that can stimulate the students to study in learning process. In addition, Brown defines media as the tools or the physical thing used by a teacher to facilitate the instruction (online, access on 20 October 2011).

Based on the statement, the researcher concluded that media is kinds of components, tools, materials, or events, that establish conditions used by a teacher to stimulate the students to acquire knowledge, skills and attitudes, and engage the learners in learning process.

b. Function of Media

Media has very advantages for many aspect in our life especially learning process. Suyanto in Megawati, stated that the function of media in teaching learning process are:

- 1) Media can save our time as a teacher
- 2) Media can stimulate interest to learn
- 3) Media can encourage students' participation
- 4) Media can provide a review
- 5) Media can help the students' learn communicate ideas visually

4. Picture

a. Definition of Picture

Sa'adiyah (2010:5), says that a picture is a photo of something or someone on a piece of card, paper, and so on. A picture can sometimes be something to treasure memories or simply just a decoration. A picture can be in books and frames which you can look at whenever you would like. There has been some expert explain about picture, there are some reasons that picture series can help the student learning process. First, pictures are visual media which are easy and do not much money to get. Second, pictures are attracting, it will be able to evoke the students' imagination.

Harmer (2007), says that pictures are often used to present situation to help students work with grammar and vocabulary. According to Hamalik (1994), this method of learning relies on images as a medium in the learning process. These images become the main factors in this learning process relying on images as a medium in the learning process. So that before the learning process the teacher has prepared an image that will be attached either in the form of a card, or in the form of a large size chart.

The researcher concluded that pictures are tools that can be use in learning and teaching that contain pictures, words, sentences, symbols, etc. Picture have various size based on the specific needs of students. Pictures must always be attractive, neat and clear, so that they can be seen from the back of the room. Capital letters that are preferred to print must be used because they are easy to read from a distance.

b. Types of picture

1) Cartoons

Cartoons are a unique media picture to express an idea or ideas

2) Comics

Comics are one of the unique media picture besides cartoons. The difference between comics and characters who act out stories in sequences.

3) Poster

Poster is a simplified drawing medium in a large size, so that it can be seen clearly, its function is to attract attention and its content in the form of motivating, persuasion, inviting and so forth.

4) Graph

Graph is a media that is useful for the presentation of data in the form of numbers. Charts provide core information from the data.

c. The Advantages and Disadvantages of Picture

Klassek (1995:51-52), says that there are some advantages of using picture as follows:

- 1) The picture is an inexpensive, familiar medium of communication.
- 2) Although seldom in a fixed sequence, they can be arranged in sequence and adapted to many object.
- 3) Collecting pictures can be students' activity, but can also be on going activities of teacher, librarian, or material specialist for picture files.

5. Personal Experiences

Personal experiences are experiences that have been experienced by individuals who are involved in the individuals themselves.

Personal experience is the approach that prioritizes creating and strengthening personal bonds throughout the customer journey by transforming one to many touches into one to one moments driving sustainable business growth.

Why personal experience is so important? Because, in 1984 only 8,2% of households had a computer. Without technology being readily available to most conducting business in this decade, they instead relied on building rapport and fostering one to one relationships in the field.

2.2 Previous Study

1. Noer Siti Hasanah (2012), in this research entitled "use of picture media can be seen an increase in students' vocabulary skills in each cycle. Before the use of picture media, the average value of students under the KKM is 52.72, after the use of picture media in cycle I 56.4, in cycle II increased to 76.36. In addition, the average value obtained from the value of the entire cycle is 80. Based on the description of the conversation criteria, the value of 80 is between 75% C% 90%. Thus the average vocabulary ability of students in english subjects in the VA MI Miftahulfalah class is good value. This can be explained that by using picture media can improve students' vocabulary skills in English subject in VA MI Miftahulfalah 1 class in Bandung.
2. Kartika Anas (2012), in this research entitled "use of english vocabulary learning by using picture media flash card can make students feel happy, active, and have full attention in learning. In addition, it can improve

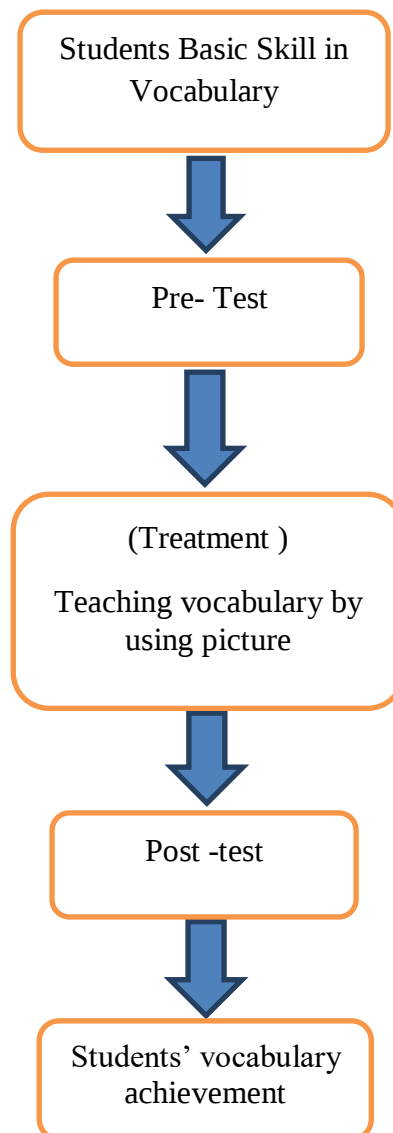
students' understanding of the material and improve their vocabulary skills. This can be proven from students learning outcomes that continue to increase at the end of each cycle. The average value of learning outcomes at the end of the first cycle is 78.82 which is in good criteria, while at the end of the second cycle is 86.47 and it is in very good criteria. This shows an increase of 7.65. While students who completed the first cycle were 70.59% and increased cycle by 11.76% to 82.35%. From these data it can be seen that the use of picture media can improve the vocabulary skills of English students in class I MI TarbiyatussibyanBoyolanguTulungagung academic year 2011/2012.

3. Aliya (2014), conducted her study on "improving vocabulary using picture media in SMPN 1 Palopo. This method is an experiment. It distinguishes the researchers because he will research about comparing games and the vocabulary method of picture in a study of students two years ago.

Based on the previous studies, the researcher concluded that picture media are very useful for improving students vocabulary in knowing English vocabulary. The picture media can make the excitement in the class interesting and fun. So, the researcher also proposes picture media as student motivation to improve vocabulary skills.

2.3 Conceptual Framework

The theoretical framework in this research is shown in the diagram below:



2.4 Hypotheses

Based on conceptual framework above, the hypotheses of the research can be formulated as follows:

1. Null hypothesis (H_0) : there is no significant difference between the result of pre-test and post-test of students' vocabulary skill after the treatment by using picture media.
2. Alternative hypothesis (H_1) : there is significant difference between the result of pre-test and post-test after treatment by using picture media.