

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background**

Vocabulary is a basic understanding of English. Understanding English language means to understand the vocabulary as well. Vocabulary has a big role to get a language because vocabulary is one of the keys to express the language. Mastering vocabulary will improve four skill of English such as speaking, reading, writing and listening. Richards & Renandya as cited Mashhadi & Jamalifar (2015) stated that vocabulary is a core component of the language proficiency and provides much of the basis for how well learners speak, listen and write. In addition to this, Zimmerman as cited Alizadeh (2016) Vocabulary is central to language and of critical importance to the typical language learners Lack of vocabulary knowledge will result in lack of meaningful communication. Laufer as cited by Alqahtani, (2015) stated that learning vocabulary is one of the most important to form comprehension and production of language. On the other word, it means that learning vocabulary cannot be separated from other language skills the more students vocabulary, the more words the learner know, they will be better to understand what they hear or read.

The researcher found some problems faced by students' seventh grade of SMP Plus Darussurur Cimahi. The first problematic issue is most of student's lack of vocabulary, even the basic vocabulary. They know the word without knowing the meaning of the word and they have difficulty to remember a new word. It indicates that teaching vocabulary may be problematic. The second problematic issue is that students have no interest in learning vocabulary. They think vocabulary is not important and they can easily find the meaning of the word from dictionary. Moreover, the teacher does not provide the strategies of vocabulary learning. The teacher suggests that vocabulary learning can be learned by the students at home. Otherwise, vocabulary covers four skills of English and linguistics aspect of language. So, vocabulary learning should be given to the students in an effective and practical way.

There are many strategies on vocabulary learning that can help students to study effectively. One of the strategies is through visualization. Visualization is using visual-aid in form like picture and graphic. In vocabulary learning can use visual vocabulary. Visual vocabulary is expressing words through the picture that can be seen. Teaching vocabulary with visual-aid is very helpful for the student to memorize the meaning of the word. Chun & Plass as cited Dolati & Richards, (2012) suggested that a commonplace principle for human learning is visual memory. People remember images better than words; they remember words better if they are strongly associated with images. Gracia pointed out that the use of visual help to attract students' attention, enhance and facilitate comprehension of the 2L, as well as help students to memorize vocabulary and to increase their motivation. Therefore, visualization is a useful tool to teach vocabulary and it will help student to improve their vocabulary (Gracia, 2012). This strategy helps students to improve their vocabulary mastery and help the teacher to teach vocabulary easily.

To help students in improving vocabulary, the teacher should apply the strategy of vocabulary learning through visual vocabulary. Phillips stated that visual vocabulary helps students to understand better vocabulary by explaining the meaning of the term in your own words and creating visual images that represent the word. Adding an illustration or drawing helps the students to clarify their explanation and understanding of the vocabulary word (Phillips, 2016). Oxford argue that visual strategy on vocabulary learning is a good way to remember what has been heard or read in the new language and it is to create a mental image of it (Zahedi & Abdi, 2012). Studies show that students who hear target vocabulary words through varied multimedia sources are more likely to remember and use it. Moreover, vocabulary through memory strategies facilitates storing and retrieving new vocabulary items (McKenzie, 2014).

Research regarding written visual vocabulary have been conducted by several researchers. First, a research by Phillips (2016) based on findings and discussion in the study, it can be concluded that visual vocabulary such as word pairing and semantic mapping improve vocabulary understanding. The second research by Hashemi & Pourgharib (2013) The result in the study visual instruction on

vocabulary learning is a good way to apply to the students because visual vocabulary help in retention and recall the word better. However, the research by Phillips (2016) applies to the students with autism and short period only eight session without control group. Moreover research by (Hashemi & Pourgharib, 2013) applies visual vocabulary to the second language learning .

Therefore, visual vocabulary is very useful to improve the vocabulary learning of the students. Relating to the background above, the researcher interested in researching **“The Use of Visual Vocabulary to Improve Students’ Vocabulary (A-Quasi Experimental Study at Seventh Grade Students of SMP plus Darussurur Cimahi in Academic of Year 2019/2020)”**

#### **B. Research Question**

1. What is students’ achievement in students’ vocabulary taught by using visual vocabulary?
2. What is students’ achievement in students’ vocabulary taught without using visual vocabulary?
3. What is significant different between students’ achievement in students’ vocabulary with visual vocabulary and without visual vocabulary?

#### **C. Research Purpose**

1. To find students’ achievement in vocabulary taught by using visual vocabulary
2. To find students’ achievement in vocabulary taught without using visual vocabulary
3. To find significant different between students’ achievement in vocabulary learning with visual vocabulary and without visual vocabulary?

#### **D. Significances of Study**

1. Theoretical Significance:

The result of this study improves student ability on vocabulary learning

2. Practical Significances:

This study is very useful for teachers when they thought the vocabulary through visual media and motivate the students on vocabulary learning

## **E. Rationale**

According to Zimmerman cited by Alqahtani (2015) vocabulary is central to language and of critical importance to the typical language learning. While Ur as cited by Alqahtani (2015) “Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea. From the definitions above, it can be concluded that vocabulary is a word that contains the meaning of the language. Knowing the meaning of vocabulary it means to know and understand the language itself. That’s why vocabulary is a basic understanding of language and very important to mastery the vocabulary.

Vocabulary learning is a major part of acquisition a new language. A strategy of vocabulary learning is required to learn new word easily and to keep the word in mind effectively. It should be considered that mastery vocabulary may improve the skill of English. Wilkins cited by Alizadeh (2016) stated that language puts it without grammar very little can be conveyed; without vocabulary nothing can be conveyed. According to Cameron cited by Alqahtani (2015) Vocabulary is one of the knowledge areas in language, plays a great role for learners in acquiring a language. Indriarti (2014) stated that having low vocabulary proficiency will cause an obstacle for students in learning English. While students have limited vocabulary in their minds, they will be able to use language accurately. It means that if the students are lack of vocabulary, it will circumscribe them to use language skillfully to express their ideas. Adding by Dilek & Yürük (2013) they state that the degree of proficiency in a language is related with the words you know. The more words you know, the better you can express your ideas and communicate with others. Without words, people cannot use the language effectively.

Teaching vocabulary through visualization is very helpful for the students. Visual aids arouse the interest of learners and help teachers to explain the concepts easily. Visual aids are those instructional aids which are used in the classroom to encourage teaching learning process (Shabiralyani & Hasan, 2015). The visual materials support the students to understand, as they serve as metal scaffolds for the

students and help teachers to correlate and coordinate accurate concepts making the learning more concrete (Gracia, 2012). Moreover Gracia points out that visual materials can create a harmony between the students and the instructional methodology and materials used (Gracia, 2012).

Adding by Dolati & Richard (2012) Visual aids' can provide practical solutions to the problems of a language teacher whose equipment, as a rule, consists of nothing more than a verbal textbook. For language teachers, the use of different visual aids will hopefully help teachers seeking to improve student motivation and interaction in class as well as learning of particular language skills and knowledge

The strategy that can be used to teach vocabulary is visual vocabulary. It can increase the comprehension and accelerate vocabulary learning of the students. (Phillips, 2016) stated that visual Vocabulary will help students to better understand vocabulary by explaining the meaning of the term in your own words and creating visual images that represent the word. Adding an illustration or drawing will help the students to clarify their explanation and understanding of the vocabulary word. Ghaedi & Shahrokhi (2016) state that Visualization is one way which can empower the students while they encounter with unknown words and can help students successfully achieve comprehension of the text. Moreover (Farida & Hartono, 2018) state that visual on the English text book more comprehensive than verbal. According to Write and Haleem cited by Mashhadi & Jamalifar (2015) consider visual material as one of the most important aspects of language teaching, but voice this concern that majority of teachers even experienced ones do not utilize visual materials to make their teaching more effective, communicative and interesting. Furthermore, (Nelson, 2016) state that Teaching aids inspire the learners and help the teachers to explain the concepts easily.

Therefore, visual vocabulary is a strategy to teach vocabulary effectively. There are many studies that have discussed the effectiveness of the strategy. The researcher applies the strategy of vocabulary learning to make vocabulary learning systematically. Visual vocabulary is more effective on vocabulary learning because visual vocabulary presents the meaning of the word through visualization. Furthermore, visualization makes students to strengthen and reinforce the word that

what they have learned. Consequently, the researcher hopes this research improves vocabulary learning of the students.

## **F. Hypotheses**

According to the Creswell (2012) Hypotheses are statements in quantitative research in which the researcher makes estimation or prediction about the result of the relationship among characteristics. Based on the statement above the hypotheses of this study are as follow:

1.  $H_0$  is accepted if t account is less than ( $<$ ) t table: it means that there is no significant difference between students vocabulary learning taught by using visual vocabulary and without using visual vocabulary.
2.  $H_a$  is accepted if t account is more than ( $>$ ) t table: it means that there is a significant difference between students vocabulary learning taught by using visual vocabulary and without using visual vocabulary.

To implement visual vocabulary strategy to improve vocabulary learning, based on formula above, there are two classes in this study. First treatment class uses visual vocabulary, while the other class is control class. Pre-test is given before give the treatment while post-test is given after treatment. The two classes as research participants are chosen by its availability (convenient sampling). The researcher do not do random assignment but used two available classes as treatment class and control class.

## **G. Research Limitation**

This study is focused on the use of visual vocabulary in improving students' vocabulary learning. The study is conducted at the students of 7th grade SMP Plus Darussurur Cimahi in academic year 2019/2020. The sample is chosen in class VII C and VII D as suggested by English teacher. The researcher focused in improving students' vocabulary learning. The researcher conducted treatment in the experimental class and control class based on the syllabus and lesson plan for four meetings. The researcher used visual vocabulary as media on vocabulary learning in experimental class. In the control class researcher used conventional teaching



(without visual vocabulary). The topic for this research is about pets, things and public places.

## **H. Previous Studies**

A research regarding written visual vocabulary has been conducted by several researchers. First, a research by Phillips (2016) was conducted at second grade students in West Virginia. The instrument of the research is pretest and posttest. There was one class that involved in the research. It contained 14 participants without control class. The participants are a students with autism spectrum disorder. Based on findings and discussion in the study, it can be concluded that visual vocabulary such as word pairing and semantic mapping improve vocabulary understanding because visual vocabulary attracted the students who have autism spectrum disorder

The second research by Ghaedi and Shahrokhi (2016) this research was conducted at second grade Iranian junior high school EFL learners. The instruments of the research were pretest and posttest. The study involved four experimental groups of participants based on gender and their proficiency in English. The study included four sub-groups that made up two main experimental groups. It contains 30 students based on gender (female and male) with different treatment visual and verbal. Based on findings and discussion in the study, it can be concluded that visualization technique more effective than verbalization in improving EFL learners' L2 vocabulary knowledge.

The third research by Hashemi & Pourgharib (2013) was conducted at EFL students between 16 to 20 years old. The study involved two classes with 39 students in both experimental and control group. The participants are a students with intermediate proficiency in English. The result in the study visual instruction on vocabulary learning is a good way to be applied by students because visual vocabulary help in retention and recall the word better.

The previous study focus and objectives are different from this present study. The first previous study by Phillips (2016) applied to the students with autism and short period without control group. The research focus in improving vocabulary knowledge by using semantic mapping and word pairing. The second previous

study by Ghaedi and Shahrokhi (2016) applied to students based on gender. The research is compared verbal and visual technique that influenced by gender. The last previous study by Hashemi & Pourgharib (2013) applies visual vocabulary to the students with intermediate proficiency in English. This research is different from previous research, the focus of this research is to teach vocabulary that enable to build understanding deeply with unique and creative ways through visualization. The participants of the research are students of junior high school who have less proficiency in English and does not based on gender.

