

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Language is an important tool in life. Using language people can communicate with other people. Language has a tremendous influence in this life. Communication will be carried out in the presence of language. Language is one of the identities of a nation and has differences between one region and another. In education, language learning is very important to learn to make communication easier. In language learning, there is English language learning, English is the second language after Indonesian. English is an international language that must be learned for every student to be able to compete in the international arena both in the fields of education, economics, information technology and anticipation in the era of globalization. According to Zein, in the Association of Southeast Asian Nations (ASEAN) English is a driving force in globalization, transcending linguistic territory and influencing economics, politics, culture and ideology.<sup>1</sup>

In learning English, students need vocabulary. Vocabulary is the fundamental issue that need to be mastered with the aid of using learners

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<sup>1</sup> Subhan Zein et al., "English Language Education in Indonesia: A Review of Research (2011-2019)," *Language Teaching* 53, no. 4 (2020): 491–523.

therefore can develop different language proficiencies like listening, speaking, reading, and writing. According to Pangkuh Ajisoko, to have accurate English proficiency, the learners need to have adequate vocabulary.<sup>2</sup> In using language, learners who are mastery in vocabulary will succeed in the ability of expression skills. The vocabulary is the number of words which when combined will form a language. Students will have difficulty in communication if students don't understand the language, therefore it will be difficult to develop their language. Vocabulary is an important factor in learning to teach English as a foreign language even in all languages.

Regarding the above discussion. Based on observations at SMPN 5 Kramatwatu, researchers found several problems to improve vocabulary acquisition when learning English. According to Neem Afzal, language learners need to enrich their vocabulary and expand their vocabulary to develop their language repertoire. However, vocabulary learning is a challenge, especially for non-native English speakers who have problems with new word meanings, spelling, pronunciation, correct use of words, and inference of meaning from context.<sup>3</sup> During the course of teaching and learning at SMPN 5 Kramatwatu, the problem were that students found it

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<sup>2</sup> Pangkuh Ajisoko, "The Use of Duolingo Apps to Improve English Vocabulary Learning," *International Journal of Emerging Technologies in Learning* 15, no. 7 (2020): 149–155.

<sup>3</sup> Naeem Afzal, "A Study on Vocabulary-Learning Problems Encountered by BA English Majors at the University Level of Education," *Arab World English Journal* 10, no. 3 (2019): 81–98.

difficult to spell words, students are still struggling to understand or comprehending the meaning of unknown words, students do not understand the meaning in English material, students had a hard time remembering the meaning of the words, the students had a hard time speaking well and fluently, the students are not confident to pronounce English words, the students pronunciation were still weak and the students had limited vocabulary because they were rarely to use vocabulary actively.

The impression is that teachers are always forcing students to learn something, but teachers cannot be the best guide for students to find interest. The teacher as an organizer of the learning environment and as a learning facilitator.<sup>4</sup> For this reason, teachers need to teach students creatively thus students can learn meaningfully and learn their own interests. In this case, teachers are required to be creative and innovative in order to enhance their student interests and ability to learn English. Therefore, teachers are required to find interesting media so that students do not get bored and easily remember English vocabulary.

Discussing the media, it is a good idea to know its definition to avoid misunderstandings. The media is a means of communicating or communicating a message, and from an educational and learning

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<sup>4</sup> Rose winda and Febrina Dafit, “ Analisis Kesulitan Guru dalam Penggunaan Media Pembelajaran Online di Sekolah Dasar,” *Jurnal Pedagogi dan Pembelajaran* 4, no.2 (2021): 212.

perspective, a means of delivering content to learners to achieve effective education. Many teachers are considering using the media in the classroom because everyone knows that the media offers many benefits in the learning process. According to Nasution in Like Raskova Octaberlina and Ida Fitri Anggraini, classifies media into 10 types such as audio, print, audio print, silent visual projection, silent audio visual projection, visual movement, audio visual movement, physical object, human, environment, etc.<sup>5</sup> The use of all these media is to provide materials to the students in the class. To master the English vocabulary, teachers needed to know which media to use. That way, learning English will be easy and interesting for students.

According to Elsy in Ika Ayu Ningrum and Yudha Aprizani, learning English with picture allows students to find new vocabulary from what is in the picture.<sup>6</sup> Students may find it easier to understand and remember English words if the pictures are genuine or visible. Representing objects using media is very useful. Based on this statement, teachers need to find and use interesting media to arouse student interest in the education and learning process, especially in vocabulary lessons. One of them uses picture cards to teach vocabulary. Therefore, this should be done properly by using picture

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<sup>5</sup> Like Raskova Octaberlina and Ida Fitri Anggarini, "Teaching Vocabulary Through Picture Cards in Islamic Elementary School A Case Study in Nida Suksa School, Thailand," *Madrasah Jurnal Pendidikan dan Pembelajaran Dasar* 13, no. 1 (2020): 26–38.

<sup>6</sup> Ika Ayu Ningrum and Yudha Aprizani, "The Students' Motivation in Learning English" (2009). <http://eprints.uniska-bjm.ac.id/id/eprint/4600> accessed 14/03/2022 11:37.

card as a media. Based on the problem, therefore in this researcher used the different method to make students easy to remember vocabulary the researcher interested improving student vocabulary by media picture card.

## **B. Statement of the Problem**

Based on background of the study, statement of the problem is formulated as follows:

1. How is the vocabulary enrichment of 7<sup>th</sup> grade at SMPN 5 Kramatwatu students before and after being taught using picture card?
2. How is the effectiveness of picture card media to improve student vocabulary enrichment?

## **C. Limitation of The Study**

To avoid a deviation of the discussion, this study focused on some concern identified as follow:

1. The subject of the study were seventh grade students' of SMPN 5 Kramatwatu.
2. The object of research were the effect of using picture card media on students' vocabulary enrichment in learning English at SMPN 5Kramatwatu.

#### **D. Aims of the Study**

Based on the formulation of the above problem, this study was aimed to measure the effectiveness of picture card media to improve student vocabulary enrichment in learning English at the 7th grade of SMPN 5 Kramatwatu.

#### **E. Significances of the Study**

##### **1. Theoretical Significance**

The results of this study are expected to help teachers and students in communicating the effectiveness of Picture Card Media in improving vocabulary skills for students to learn English.

##### **2. Practical Significance**

- a.** For students. After doing creative and lively in their research using student Picture Card Media. Hopefully the results will be a way to improve student vocabulary.
- b.** For the teacher. In this study, Picture Card Media was used to positively impact and improve student vocabulary. Teachers can also use other media to creatively make it interesting.
- c.** For the researchers. The results of this study may be an experience for researchers. This research is expected to provide researchers with excellent information to building students' vocabulary.

## F. Previous of the Study

There are some previous studies conducted the use of card media:

1. The first previous study of this research arranged by Riky Oktavianus, Depari Azwandi and Syahrial. Their title is “The Effect of Picture Card Games to Students of Elementary Schools Vocabulary Mastery”. This research was aimed investigate the effect of picture card games technique toward students’ vocabulary mastery. The result of this research are “The average score of experimental group was significantly higher than the average score of the control class in the post-test result. Thus card games was one of an effective technique to be applied in teaching vocabulary. The t-count was higher than t-table ( $2.97 > 2.00$ ) by using the t-test calculation formula. In short, it can be concluded that H1 (alternative hypothesis was accepted and Ho was rejected). It means that the treatment (card games) could be use as one of the technique that could give the positive effect towards students’ vocabulary achievement at fifth year students of elementary school number 99 Bengkulu.<sup>7</sup>

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<sup>7</sup> Riky Oktavianus Depari, Azwandi and Syahrial, “The Effect of Picture Card Games to Students of Elementary Schools Vocabulary Mastery”.  
<https://ejournal.unib.ac.id/index.php/joall/article/viewFile/5859/2827>. Accessed 16: 00  
02/05/2022

2. The second previous study of this research by Trianasari. Her title is “The Effectiveness of Social Media Networking for Vocabulary Mastery to the Tenth Grade Students at SMAN 1 Jetis Ponorogo Academic Year 2016/2017” The result of this study are as follows “The average post-test score for the experimental group is higher 84.95 than the average post-test for the controlled post-test score is 72.80. The comparative score ( $t_0$ ) of vocabulary abilities of students taught and not taught using the social media networking strategy was found to be 5.020.  $H_a$  is accepted because it is higher than the “ $t_t$ ” value in the table at the significant 5% level of  $t_t=2.022$  with  $db=39$ . In other words, social media networking impacts the vocabulary of SMAN 1 Jetis 10<sup>th</sup> grade in the 2016/2017 academic year.<sup>8</sup>

Related to two previous studies above, the researcher finding the similarity with their research, such as the researcher talked about teaching media to improve student English vocabulary, also used test instrument of research and the researcher used the method quasi experiment. Here, the previous researchers examined the effect of picture card games to students of elementary schools vocabulary mastery and analyzed the effects of social media networking on high school vocabulary instructions. While the

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<sup>8</sup> Trianasari, “*The Effectiveness of Social Media Networking on Vocabulary Mastery to The Tenth Grade Students at SMAN 1 Jetis Ponorogo in Academic Year 2016/2017*”.

researcher focused on enriching the vocabulary of junior high school students.

### **G. Organization of Writing**

Researcher prepare five chapters and each chapter has some points to explain the chapter.

**Chapter I is an Introduction.** This chapter has some contents: these are Background of study, statement of the problem, objective of Study, the significant of Study, the limitation of Study and writing organization.

**Chapter II is the Theoretical Framework.** This chapter is composed of expert theorist who have conducted the research in this research.

**Chapter III is the Research Methodology.** This chapter consists of the Methodology used by author to carry out this research.

**Chapter IV is found and discussed.** This chapter consists description of data analysis, finding and discussion.

**Chapter V is a Conclusion and a Suggestion.** This chapter consists of the conclusion of the thesis.