

# CHAPTER I

## INTRODUCTION

### A. Background of Study

Students perceive English to be a difficult subject to study since majority of students have difficulty learning vocabulary. The most important aspect of learning to speak English is expanding one's vocabulary. Learning English effectively requires a large vocabulary. Vocabulary is an important component of teaching English as a foreign language. It is confirmed by Hiebert, who states that generic vocabulary is the understanding of the meaning of words. It means that learning a language entail knowing the vocabulary of the language. As a result, vocabulary is essential to any language.<sup>1</sup>

Foreign language learners encounter significant obstacles with vocabulary acquisition. Thornburry indicates that another Grammar contributes minimally compared to vocabulary, which is essential for effective communication.<sup>2</sup> Vocabulary plays a crucial role in English learning. Students who lack language struggle to express themselves and understand what others say.

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<sup>1</sup> Alexandra Spichting El Frieda H. Hiebert, Judith A. Scott, Ruben castaneda, "An Analysis of the Feature of Words That Influence Vocabulary Difficulty," *Education Science* (2019).

<sup>2</sup> Scott Thornburry, *How to Teach Vocabulary* (New York: Longman, 2002).

The modernizing period has influenced the various types of learning material available nowadays. According to studies carried out by Jatmiko and Tontowi, pictures is a media that helps student enhance their vocabulary. Picture is used by teacher to stimulate students' memory and one of strategy to attract students' attention in learning vocabulary.<sup>3</sup>

This research was conducted based on pre-observation at seventh grade of SMPN 1 Majasari. Based on the observation and interview, the researcher found that the students had problems in memorizing noun vocabularies and difficult to write the spelling of vocabularies. In the case of vocabulary, students feel hesitant in memorizing and sometimes confused to determine the right vocabulary. In addition, the students stated that English lessons are too boring. It is aligned with the statements of English teacher who teach at SMPN 1 Majasari, the teacher stated that in each English lesson students don't seem enthusiastic about following the lesson.

The researcher looks for solutions so that students can cheerfully follow the lesson and gradually learn vocabulary through the picture media. Pictures is one of learning education to learn vocabulary. This is similar to puzzle game that students have to guess

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<sup>3</sup> Jatmiko and Tontowi Jauhari, "The Effectiveness of Using Picture to Teach Vocabulary at Elementary School," *Science and Technology Publications* (2018).

to get an answer. There are two pictures that students have to guess to get phrasal noun. If students can guess the picture correctly, they will get the answer from the combination of the two pictures.

Based on the elaboration above, the aim of this research is to investigate the ability of noun vocabularies memorizing of students when using Pictures and to find out the effect of Pictures as a vocabulary learning that allows students to gain new experiences and insights in using the learning media. Therefore, the researcher is interested in conducting research entitled “The Effect of Pictures on Students’ Noun Vocabularies Memorizing”.

## **B. Identifications of Problem**

This following are some problems regarding to background of this study:

1. The students are lack of enthusiasm in learning English.
2. Students had difficulty to write the spelling of the words.
3. The students had difficulty in memorizing the vocabularies.
4. Some of students are not able to identify the meaning of vocabulary.

## **C. Scope and Limitation of Problem**

In this present study, the scope of this study is that the researcher will measure the knowledge of student progress when using

“Pictures”. Then, the researcher will find out the effect of “Pictures” towards students in memorizing noun vocabularies. The researcher will focus on students in memorizing noun vocabularies and know the meaning of vocabularies. So that students are ready to face the forward education where English is an important language.

#### **D. Formulations of Problem**

Based on the problem background provided above, the problem can be identified as follows:

1. How is the students’ ability in memorizing noun vocabularies?
2. How is the effectiveness of Pictures in teaching students’ noun vocabularies memorizing?

#### **E. The Objectives of the Study**

Based on the problem indicated above, the researcher's objectives for this study are as follows:

1. To investigate the students’ ability in memorizing noun vocabularies.
2. To find out the effectiveness of Pictures in teaching students’ noun vocabulary in memorizing.

## **F. Significances of the Study**

The researcher hopes that the study gives useful information for students and teachers about the function of “Pictures”. The significance of the research can be seen as follows:

### 1. Theoretically

This study provides new insight about interesting learning media, especially learning through pictures useful for English teachers and students to develop knowledge about the useful strategies in teaching vocabulary.

### 2. Practically

Practically, the results of this present study will be expected to provide significance for teacher, researcher, and the students. The significance of the study will be beneficial for:

- a) For the English teachers, the result of this study is expected to provide teachers method to use learning media with their students. Additionally, encouraging teachers to be more inventive is anticipated to increase students' enthusiasm for learning English in the classroom.
- b) For the researcher, the result of this research can improve her experience related to her understanding in research on media to learn vocabulary “Pictures” especially to enhance vocabularies.

- c) For the students, the findings of this study was predicted pictures as the second helper to provide them with new insights in learning English, particularly in memorizing noun vocabularies. Furthermore, to increase their motivation for developing their skills.

### **G. Hypothesis of The Research**

H<sub>a</sub>: There is the effectiveness of Pictures on Students' Noun Vocabularies Memorizing.

H<sub>0</sub>: There is no effectiveness of Pictures on Students' Noun Vocabularies Memorizing.

## H. The Previous Studies

There are 3 previous studies of students to enhance the vocabularies that have been carried out by previous researchers:

First, the writer of this study is Ainur Rofiq,<sup>4</sup> entitled “Pictures as Media to Teach English Language for Young Learners”. The aimed of this study to explore the use of pictures to teach the English language in primary schools. The researcher, following the norms of qualitative research, used class observations and interviews as the tools for data collection. The findings of the study reiterated that the use of pictures in language teaching is quite helpful; however, the teachers under observation, often, did not make use of pictures found in the textbooks to teach the English language. The teachers can make the classroom activities more lively, interesting, and fruitful by employing the pictures found in the textbooks they use to teach the English language

Second, the writers of this study are Nihta, Devilito, Grandy, Maria, Maissy,<sup>5</sup> entitled “Pictures as a Learning Media in Teaching Vocabulary”. This study aimed to determine whether using pictures as learning can improve the vocabulary of students. This study used a pre-experimental design with one group pre-test and post-test. The research

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<sup>4</sup> Ainur Rofiq, “Pictures as Media to Teach English Language for Young Learners,” *Jurnal Pendidikan Bahasa, Sastra, & Budaya* Vol. 1, No (2023).

<sup>5</sup> Nihta Vera Liando et al., “Pictures as a Learning Media in Teaching Vocabulary,” *Jurnal Ilmiah Universitas Batanghari Jambi* (2022).

subject is class VII with the research instrument is a test. In analyzing the data, in this study the mean score formula was implemented. The results showed that picture as a learning medium greatly affects student learning outcomes in terms of vocabulary. Where, there was a significant increase in students' vocabulary after using pictures as treatment.

Third, the writer of this study is Nurullah Mansourzadeh,<sup>6</sup> entitled “A Comparative Study of Teaching Vocabulary through Pictures and Audio-visual to Young Iranian EFL Learners”. The purpose of the present study was to compare two techniques of teaching vocabulary to young Iranian EFL learners, namely still pictures and audio-visual aids, to find out if any of them was more effective than the other. The obtained results through descriptive statistics (mean and standard deviation) indicated there was a significant difference between the group which was taught through pictures and the one which received audiovisual aids.

In previous research, the researchers discussed the influence of a learning method of Pictures as a learning material related to enhance the students' vocabularies which is the present study to do the same thing to find the evidence about the use of Pictures can be applied effectively on

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<sup>6</sup> Nurullah Mansourzadeh, “A Comparative Study of Teaching Vocabulary through Pictures and Audio-Visual Aids to Young Iranian EFL Learners,” *Journal of Elementary Education* Vol. 24, N (2014): 47–59.



students' noun vocabularies memorizing. While the differences of this research from the previous studies are the independent variable and the difference school.

## **I. Organization of Writing**

This study is divided into five chapters, which contains several points that describe the chapter.

**Chapter I Introduction**, it is including of ;

Background of Study, Identification of Problem, Scope and Limitation of Problem, Formulations of Problem, The Objectives of the Study, Significances of the Study, The Previous Studies and Organization of Writing.

**Chapter II Theoretical Review**, it includes;

The Concept of Vocabulary, Concept of Words, Concept of Memorizing, The Concept of Pictures.

**Chapter III Method of the Research**, it includes;

Research Method, Place and Time of the Research, Population and Sample, Research Instrument, Data Collection Technique and Data Analysis Technique.

**Chapter IV Result and Discussion**, it includes;

Description of the Data, Comparison of post-test experimental and control group, and Discussion.

**Chapter V Conclusion and Suggestion,** it includes;  
Conclusion and suggestion.