

## CHAPTER I

### INTRODUCTION

#### A. The Background of the Study

Vocabulary is one of the basic elements in mastering language skills. Students usually have many problems in mastering English words. They have limited vocabulary to comprehend the meaning of a text; they do not know the context of word used in the text; they cannot recognize the meaning of each word; they are not able to hear English words from the speakers and they get difficulty to state some sentences in English, because of that they became difficult to communicate receptively or productively in English.

Vocabulary is a basic element to achieve the four skills of language that are listening, speaking, reading, and writing, then, mastering vocabulary effectively is seen as a key objective for learners. Vocabulary is considered as the most important part to be learned by the students in school. Wilkins as quoted by Thornburry (2002) states “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. This statement implies if student does not know any word of language which will be spoken, surely he or she will not be able to communicate, even though he or she knows more about the rules to construct the sentences. Thus, it is important for students to master vocabulary in order to be able to communicate in English.

At the present day, everybody approve that vocabulary is important in learning a language. Vocabulary as the basic element of language is accepted as

even the backbone of the whole language system. But, unfortunately, vocabulary knowledge is judged as an unimportant thing to be learnt whereas the language itself cannot be separated from vocabulary. Vocabulary teaching is a matter of secondary importance in foreign language programs. It was considered as something useless and time-consuming in such programs.

Marzano (2004) defines that vocabulary knowledge also plays a significant role in overall academic success. Students who have rich vocabulary will be better in listening, speaking, reading, and writing a foreign language. Therefore, vocabulary affects the student's ability in learning foreign language. Vocabulary knowledge impacts reading and academic success. It is significant in our daily life and can have practical as well as social and emotional consequences.

It is supported by Beck (2002), who estimates that better readers may learn as many as seven new words a day, while struggling readers and low achievers learn one or two new words per a day. Not surprisingly, students with rich vocabularies find more enjoyment in reading and more willing to spend time reading. Conversely, students who do not know the meaning of a sufficient proportion of the words in a text struggle with comprehension. As students fall behind in their understanding of the words they encounter, gathering and understanding information becomes tedious and difficult, and students are even less likely to increase their understanding of facts and concepts. Pikulski (2004: 4) states that the learners have to increase their vocabulary by around 3,000 words a year. The number of vocabulary will influence how well someone masters the language. Based on the statement above, vocabulary in all skills of language is

one of the important problems for the student in learning English; theoretically, according to Stahl (1999) vocabulary in reading is all the words that everyone can recognize when reading. In fact, not all students are able to master all the vocabulary when they are reading it also in other skills of language.

In reality, vocabulary is not only sign of symbol for ideas but also a part of how to improve language skills in the target language; vocabulary also becomes a problem to almost all of students at any level of education. Vocabulary is assumed as one of the major difficult aspect of language to be mastered since there are many students who still struggle with mastering vocabulary. There are many reasons why students have problems in vocabulary. One of the most obvious is simply that they have problems in memorizing, pronouncing, and understanding the words and it makes them lazy to study English mainly in reading text. In line with the writer's experience in Teaching Experience Practice (PPL) in grade VIII Junior High School at SMP Negeri 2 Gebang, the writer found that the students cannot comprehend a text well and do the exercise from the textbook because their vocabularies were still low and it make the students think that English is not an interested subject. Most of the students get the score below Minimal Completeness Criteria (KKM) of English lesson for Junior High School. The score of English test from the students can be seen in the Table 1.1.

**Table 1.1**  
**Students' English Score of Grade VII in SMP Negeri 2 Gebang**

| Semester                           | Score | Students | Percentage | Mean |
|------------------------------------|-------|----------|------------|------|
| 1 <sup>st</sup> Semester 2014/2015 | <73   | 21       | 64%        | 69   |
|                                    | ≥73   | 12       | 46%        |      |
| 2 <sup>nd</sup> Semester 2014/2015 | <73   | 23       | 70%        | 69   |
|                                    | ≥73   | 10       | 30%        |      |

The Minimal Completeness Criteria (KKM) applied for grade VII by school is 73. From the data above, it can be fulfilled that the students' ability in vocabulary in that class is still low. It can be seen from the mean of the students' score where the mean is still under the Minimal Completeness Criteria.

In the further investigation, the writer found some problems that made the students are difficult to master the vocabulary. The first problem is most of the students still have limited vocabulary in English and second, the students felt bored with the teachers' way of teaching vocabulary, in which they were asked to find out the meaning of difficult words in the dictionary and then memorize the words. It seems that they need something different in studying the vocabulary.

Regarding problem discussed previously, the way of teaching in the classroom needs to be improved. The use of creative and effective teaching technique and media in teaching vocabulary is needed to perform in the classroom in order to improve students' achievement, particularly students' vocabulary

achievement. To overcome the problem occurred, the writer claimed to use picture annotation with memorization.

Picture annotation as a media which is appropriate for the students who struggle with the process to increase their vocabulary because the use of pictures is more efficient and practical than words. Pictures are always fresh and surprising that is why pictures efficient use in teaching vocabulary. Picture annotation also helps the students develop their competent in four language skills, such as in speaking, writing, reading and listening.

Memorization as a technique makes students easy to learn especially on English vocabulary because they must memorize the English words itself and memorize the meaning too. This technique is appropriate to them because English words not their mother tongue, through conscientious they will attempt to memorize the English word and its translation, usually simply by repeating the word over and over again.

Moreover, the number of studies showed that picture annotation with memorization became an effective approach applied by researchers in some places. Garcia (2009) had experimented memorization technique on students' vocabulary mastery can improve it significantly. Her study resulted that memorization technique to vocabulary mastery indicated students satisfied on their memory technique and they would probably use their memory technique in the future and the last all students signified that their memory technique helped in their learning curve when studying English vocabulary definitions and examples from written text or spoken language. Annotation type has on second language

incidental vocabulary retention in a multimedia reading setting. Compared three annotation types: text-only, picture-only, and a combination of the two. Indicate the combination group outperformed the text-only and picture-only groups on the immediate tests, there was significant interaction between annotation type and proficiency level for either immediate or the delayed tests.

Based on the elaboration above, the research will be conducted by using picture annotation with memorization in teaching vocabulary to students in SMP Negeri 2 Gebang. The writer expects the use of picture annotation with memorization can motivate and make students interested and attracted in learning vocabulary. It means that after learning vocabulary by using picture annotation with memorization, the students' vocabulary mastery will be improved significantly. Therefore, this study chooses picture annotation with memorization to increase students' vocabulary mastery.

### **B. The Problem of the Study**

Based on the background, it is necessary to formulate the problem on this research as follows : “Is the students' vocabulary mastery taught by picture annotation with memorization higher than the students' vocabulary mastery taught by Scrabble ?”

### **C. The Objective of the Study**

The objective of this study is to find out the effect of the students' vocabulary mastery through picture annotation with memorization.

#### **D. The Scope of the Study**

There are two types of vocabulary; they are receptive vocabulary and productive vocabulary. This study is basically limited on vocabulary of student of grade VII of Junior High School. This study focuses on identifying the effect of the students' vocabulary mastery through picture annotation with memorization of Junior High School.

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

The result of this study is expected to contribute either the theories or practices for:

1. Theoretically:
  - a. It is useful for the reader, to add reference or give alternative way in teaching and learning vocabulary.
  - b. It provides some information for those who are interested in conducting the further research, especially in vocabulary.
2. Practically
  - a. It is useful for the students to increase their vocabulary mastery in learning English.
  - b. It is useful for the English teacher in order to use picture annotation with memorization in the classroom or in the course.