CHAPTER I
INTRODUCTION

A. Research Background

Vocabulary is a crucial component of learning English. Writing, speaking, listening, and reading will all be challenging for someone without a proportionate vocabulary. Put another way, vocabulary is the first area of a language especially English that needs to be mastered. In this instance, Wilkins asserts quoted in Al-Dersi that very little can be communicated without grammar, and nothing can be said without vocabulary.[1] If someone doesn't grasp grammar, they will be able to understand very little language. On the other hand, if they are unfamiliar with the terminology, they will be unable to comprehend even a basic statement. Vocabulary is therefore, regarded as one of the most crucial aspects of learning English. Al-Qahtani stated that vocabulary mastery is one of the necessary language components and that it plays a significant part in the four language skills (reading, listening, speaking, and writing), and it must be noted that mastering vocabulary is one of the required language components.[2] Thus, we can speak, write, read, and listen if we have an understanding of vocabulary.

Learn or teach vocabulary that is important, as Allah the Almighty taught Adam 'Alaihissalam about everything in this world, as Allah *Subhanahu wa Ta'ala* mentions in the holy book Al-Qur'an, Surat Al-Baqarah verse 31:

وَعَلَّمَ ءَادَمَ الْأَسْمَآءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَآئِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَآءِ هَؤُلَآءِ إِنْ كُنْتُمْ صُلِقِيْنَ (٣١)

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[1] Z. E. M Al-Dersi, "The Use of Short-Stories for Developing Vocabulary of EFL Learners," *International Journal of English Language & Translation Studies* 1, no. 1 (2013): 72–86, www.eltsjournal.orgwww.eltsjournal.org.

[2] Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How to Be Taught," *International Journal of Teaching and Education* III, no. 3 (2015): 21–34, https://doi.org/10.20472/te.2015.3.3.002.

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"And He impated unto Adam the names of all things; then He brought them within the ken of the angels and said: "Declare names of these (things), if what you say is true."[3]

Imam Ibn Kathir said in his work that the interpretation of the verse above is that Allah mentioned Adam's superiority over the angels because Allah had specialized him in teaching the names of objects that were not taught to the angels, and Allah taught Adam all kinds of things, both substances, characteristics, and actions.[4] Therefore, it can be concluded that one of the important parts of expressing and understanding language is mastering vocabulary, because learning vocabulary is necessary for good language communication.

The role of the teacher in applying interesting learning methods is one factor important in creating a good atmosphere in class activities. They must know how to build student interest in the classroom and how to design materials that are easy for students to understand. The existence of the method is very important in learning, where the existence of the method can facilitate the achievement of the desired goals.[5] Therefore, in learning vocabulary, teachers are required to be more creative and innovative in conducting learning. Teachers are expected to be able to choose the right techniques, media, and learning methods so that students are motivated to learn and are not passive in their learning. So that students are expected to be able to learn and memorize vocabulary properly and correctly in writing and pronunciation.

Vocabulary teaching generally still uses the traditional method, by providing a list of vocabulary on the blackboard. Then, teachers ask students to read it and memorize it and write it down in their notebooks. This method is one way to teach vocabulary to students. However, mastering vocabulary is considered to have the potential to make students feel bored, and most of them are too lazy to memorize the given vocabulary. Meanwhile, Wallace noted in Guthrie et al. that

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[3] Asad Muhammad, Al-Qur'an Translation by Asad, QS. Al-Baqarah/2:31.

[4] Dr. Abdullah bin Muhammad bin Abdurahman bin Ishaq Al Sheikh, *Tafsir Ibnu Katsir Jilid 1* (Bogor: Pustaka Imam Asy Syafi'i, 2004).

[5] Vera Septi Andrini, "The Effectiveness of Inquiry Learning Method to Enhance Students ' Learning Outcome : A Theoritical and Empirical Review," *Journal of Education and Practice* 7, no. 3 (2016): 38–42.

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mastering a foreign language's vocabulary entails more than just memorization. To do this, you must be able to identify, recall, pronounce, spell, and employ them correctly.[6] In order to prevent boredom and help students meet their learning objectives, teachers must employ effective approaches, methods and strategies when teaching vocabulary.

The use of Audiovisual media is one variation in teaching to eliminate boredom between students and teachers. Audiovisual media is teaching material that combines visual and audio elements and is used to stimulate the child's sense of sight and hearing.[7] Students can become more engaged when teachers employ audiovisuals in the classroom since they can see how the words are pronounced. As far as the role of the guiding mechanism is concerned, Ugbah et al. firmly believe that audio-visual content is highly significant and valuable in education since typical learners get comprehension in terms of various experiences recorded by eyes, ears, touch, and other means.[8] Related to this, Rudi Hartono also stated that audio visual is one of the media that is In demand for teaching because it is able to enrich the vocabulary of students and provides the potential to bring the outside world into the classroom in order to broaden and enhance their experience.[9]

Previous studies on English vocabulary mastery have been done formerly. According to research by Narin Mediha et al., the primary objection to traditional approaches is the large number of words in the language and the length of time it takes to teach them. In addition to this method, decontextualization

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[6] Grace Pung Guthrie and Kathryn Hu-pei Au, "Teaching Vocabulary. By Michael J. Wallace. London: Heinemann, 1982. Pp. 144," *RELC Journal* 14, no. 2 (1983): 121–22, https://doi.org/10.1177/003368828301400217.

[7] Mein Fitri Fathonah, Siti Wahyuningsih, and Muhammad Munif Syamsuddin, "Efektivitas Media Audio Visual Terhadap Kecerdasan Visual Spasial Anak Usia 5-6 Tahun," *Kumara Cendekia* 8, no. 2 (2020): 142, https://doi.org/10.20961/kc.v8i2.39789.

[8] Ngozi Blessing Ossai Ugbah, Samuel Adewale Ogunrombi, and Isaac Oche Ameh, "Motivating Use of Audio-Visuals in a Nigerian Technological University Library Ngozi Blessing Ossai-Ugbah," *Journal of Educational and Social Research* 2, no. 1 (2012): 217–24, https://doi.org/10.5901/jesr.2012.02.01.217.

[9] Rudi Hartono, "The Use of Audiovisual Media to Increase The Students' vocabulary" 4, no. 1 (2013): 91–102.

learning also makes learning vocabulary difficult.[10] Kilickaya et al. also said that traditional methods are necessary to further improve the notion that the learner must be equipped with a whole set of effective strategies to enhance their abilities.[11] Besides that, the difficulty with the traditional method is that it does not have theoretical support and also makes students perceive learning vocabulary as a boring activity that involves memorizing long lists of words.[12] Thus, it can be concluded that the traditional method must be improved again with a more effective method in order to achieve the expected vocabulary mastery results.

According to Rezvan Ghalebi et al., studying the approach that English students use in vocabulary learning can show individual differences in their vocabulary learning. Therefore, it motivates EFL instructors and curriculum designers to produce resources and exercises that will assist students in improving their vocabulary learning.[13] Thus, learning vocabulary using varied methods rather than traditional method will provide more benefits for students to improve their vocabulary mastery. Barani et al. In his research, he states that learning using audiovisual aids affects the development of students' vocabulary.[14] Gazegin also shows research results that show the use of videos can produce better and more

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[10] Narin Mediha and Mede Enisa, "A Comparative Study on the Effectiveness of Using Traditional and Contextualized Methods for Enhancing Learners' Vocabulary Knowledge in an EFL Classroom," *Procedia - Social and Behavioral Sciences* 116 (2014): 3443–48, https://doi.org/10.1016/j.sbspro.2014.01.780.

[11] Ferit Kiliçkaya and Jaroslaw Krajka, "Comparative Usefulness of Online and Traditional Vocabulary Learning," *Turkish Online Journal of Educational Technology* 9, no. 2 (2010): 55–63.

[12] Gholamreza Delavari Khalifehkari and Abbas Pourhosein Gilakjani, "A Comparative Study of Computer-Assisted Language Learning (CALL) and Conventional Methods of Intruction on Intermediate EFL Learners' Vocabulary Learning," no. September (2022): 94–109.

[13] Rezvan Ghalebi, Firooz Sadighi, and Mohammad Sadegh Bagheri, "Vocabulary Learning Strategies: A Comparative Study of EFL Learners," *Cogent Psychology* 7, no. 1 (2020), https://doi.org/10.1080/23311908.2020.1824306.

[14] Ghasem Barani, Omid Mazandarani, and Seyyed Hassan Seyyed Rezaie, "The Effect of Application of Picture into Picture Audio- Visual Aids on Vocabulary Learning of Young Iranian ELF Learners," *Procedia - Social and Behavioral Sciences* 2, no. 2 (2010): 5362–69, https://doi.org/10.1016/j.sbspro.2010.03.874.

efficient vocabulary because they can illustrate visual examples to help develop understanding.[15] In addition, in the study Karismonita et al. said that students who received audiovisual exposure while learning English had better learning achievements than students who were taught in the traditional method.[16] Therefore, audiovisual in this study is used as a variation in learning vocabulary.

In the Indonesian context, teaching vocabulary should change according to the existing curriculum. However, learning vocabulary still uses the traditional method used by teachers in everyday learning by using a general model without adjusting the model based on the nature and characteristics of the subject matter being studied. In this case, given the context, vocabulary is an important element in mastering English. English teaching and learning strategies must focus on vocabulary acquisition. In addition, teaching vocabulary in Indonesia is also considered difficult in terms of pronunciation, structure, discourse, and memorizing new vocabulary. As a result, both teachers and students must put forth greater effort. In order for students to practice new vocabulary among the four fundamental language abilities, teachers must give activities beyond listening and memorization. According to Bourdons in Nunan, understanding language is a habit that is necessary for speaking. In other words, it takes a lot of time to match the demands of the environment and the classroom for English language proficiency.[17]

Based on previous research entitled A Comparative study on the effectiveness of using traditional and contextualized methods for enhancing learners' vocabulary knowledge in an EFL classroom, conducted by Narin Mediha and Mede Enisa,

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[15] Betul Bal-Gezegin, "An Investigation of Using Video vs. Audio for Teaching Vocabulary," *Procedia - Social and Behavioral Sciences* 143 (2014): 450–57, https://doi.org/10.1016/j.sbspro.2014.07.516.

[16] Ananda Krismonita A and Yon A.E, "The Effect of Students Vocabulary by Using Audio Visual Media at University of Esa Unggul," *Pendidikan Bahasa* 33, no. 1 (2022): 462.

[17] Indratmoko Ariwibowo, "Student'S Ability in English Speaking Skill By Using Picture (a Comparative Study Between Muhammadiyah Islamic School and Sman 1 Simeulue Timur)," *Visipena Journal* 1, no. 2 (2010): 65–74, https://doi.org/10.46244/visipena.v1i2.31.

shows that students' vocabulary knowledge is measured by the effectiveness of using traditional and contextualized methods. The results show that traditional methods are less effective in students' vocabulary knowledge, while contextualized methods get more effective results.[18] Meanwhile, in this research, students' vocabulary mastery was measured by the effectiveness of using traditional and audiovisual methods. The researcher is interested in comparing traditional and audiovisual methods because, based on observations and interviews of researchers with teachers at the research location, they still often use traditional methods in daily learning. The use of audiovisual methods in this method is used to test the theory in Krismonita and Yon's research, which states that using audiovisuals effectively increases students' vocabulary mastery.[19] Therefore, audiovisual methods in this research aim to provide benefits for educational institutions and teachers so that they can use variations in the learning process. Based on the research background, the author uses the title "**The Comparative Effectiveness of Using Traditional and Audiovisual Method to Improve Vocabulary Mastery of EFL Students in the Islamic Junior High School of Kudus**"

B. Research Problems

The researcher formulates the problems as follows, taking into account the identification and limitations of the previously outlined problems: the problems as follows:

1. How differences in students' vocabulary mastery in experimental classes using audiovisual methods and control classes without using audiovisual methods?
2. How differences in students' vocabulary mastery in experimental classes using traditional methods and control classes without using traditional methods?
3. How significant differences in students' vocabulary mastery in audiovisual method experimental classes and traditional method experimental classes?

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[18] Mediha and Enisa, "A Comparative Study on the Effectiveness of Using Traditional and Contextualized Methods for Enhancing Learners' Vocabulary Knowledge in an EFL Classroom."3447.

[19] Krismonita A and Yon A.E, "The Effect of Students Vocabulary by Using Audio Visual Media at University of Esa Unggul."

C. Research Objectives

In line with the formulation of the problem above, the objectives of this study are:

1. To know the differences in students' vocabulary mastery in experimental classes using audio visual methods and control classes without using audiovisual methods.
2. To know the differences in students' vocabulary mastery in experimental classes using traditional methods and control classes without using traditional methods.
3. To know the significant differences in students' vocabulary mastery in audiovisual method experimental classes and traditional method experimental classes.

D. Research Significances

1. Theoretical Significance

   Theoretically, this research is expected to provide insight, especially about the use of effective methods for vocabulary learning. More than that, the results of this study can also be criticism, suggestions and evaluations for teachers.

2. Practical Significance

   Practically, the researcher hopes that this research can be practically useful for:

   1) Students

      Researchers hope that this research can encourage and improve student learning outcomes, especially in learning English vocabulary because they will know and learn the findings as well as the result of this study.

   2) EFL Teachers

      The results of this study are expected to add to the teacher's insight into innovative learning through audiovisual method and can provide motivation for teachers to further improve their skills, especially in vocabulary mastery, varied teaching methods.

   3) School

      The results of this study are expected to be used as an improvement in student vocabulary learning outcomes. It can also be taken into consideration for further school's learning policy regarding vocabulary learning process in the future.

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4) Future Researchers

The researcher aspires for this study to serve as a guide for other researchers and foster deeper investigations concerning the effective methods in vocabulary learning.

E. Definition of Key Terms

In order to clarify the key terms used in this study, some definitions are put forward.

1. Effectiveness

Effectiveness is the usability, liveliness, and compatibility in an activity between someone who carries out the task and the goal to be achieved. In academic research, effectiveness aims to obtain general conclusions about the impact of a particular program by controlling as many factors as possible and isolating the influence of the program.

2. Traditional Method

The traditional learning method, also called the conventional learning method, is a method that emphasizes old concepts that developed in the educational environment. In vocabulary learning, some teachers still use the traditional method, where the teacher directly gives a list of vocabulary to students and asks them to memorize it.[20]

3. Audiovisual method

The audiovisual method is media that requires both eye and hearing to be used simultaneously during an activity of conveying educational content. Learning materials with audiovisual components, according to Hayati et al., are intermediary materials that are absorbed by sight and hearing in order to create circumstances that can allow students to gain information, abilities, or attitudes that are utilized to support the achievement of learning objectives.[21]

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[20] Mediha and Enisa, "A Comparative Study on the Effectiveness of Using Traditional and Contextualized Methods for Enhancing Learners' Vocabulary Knowledge in an EFL Classroom."

[21] Najmi Hayati and Febri Harianto, "Hubungan Penggunaan Media Pembelajaran Audio Visual Dengan Minat Peserta Didik Pada Pembelajaran Pendidikan Agama Islam Di SMAN 1 Bangkinang Kota," *Al-Hikmah: Jurnal Agama Dan Ilmu Pengetahuan* 14, no. 2 (2017): 160–80, https://doi.org/10.25299/al-hikmah:jaip.2017.vol14(2).1027.

4. Vocabulary Mastery

Since words are the foundation of any language, vocabulary mastery and language skills are inextricably linked. The term "vocabulary" describes how rich a language is. According to Tarigan in Firman et al., a person's vocabulary, both in terms of number and quality, determines the caliber of his linguistic abilities. The more our vocabulary, the higher our probability of being proficient in language.[22] Thus, increasing vocabulary proficiency in the classroom ought to be the cornerstone of students' language proficiency.

F. Organization of Thesis

Writing systematics is useful for providing a clear picture and not deviating from the subject matter of the proposal systematics of this thesis is as follows:

Chapter I is an introduction.

This chapter explains the background of the research focus and scope the problems to be researched, the research objectives, the significance of the research, the definition of key terms and the systematics of writing.

Chapter II is a review of related literature.

This chapter describe the theoretical basis relevant to the research discussed previous research and the theoretical framework.

Chapter III is a research methodology.

This chapter describes the method or type of approach used, research population, subjects or participants research, design and definition of operational variable, instruments and data collection techniques, and data analysis techniques.

Chapter IV is findings and discussion.

This chapter contains the results of the research and discussion or explanation of the data analysis.

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[22] Firman A.D. et al., "Analisis Hubungan Penguasaan Kosakata Dan Kemampuan Memahami Unsur Intrinsik Cerpen Siswa SMP Di Kota Kendari," *Ranah: Jurnal Kajian Bahasa* 8, no. 1 (2019): 123, https://doi.org/10.26499/rnh.v8i1.636.

Chapter V is conclusions and recommendations.

As the last chapter, this chapter will summarize a brief conclusion obtained from the discussion and also contains suggestions for the development of further research