

## **Chapter One**

### **Introduction**

The researcher discusses various aspects of this research which are presented in this chapter. The first part discusses the background of the research. The purpose of this section is to describe the researcher's curiosity about the impact of using picture storybook as learning media to improve fifth graders' English vocabulary mastery. This chapter also provides research questions that lead to the investigation. Next, the researcher writes down the significances of the study to provide reasons why this research is worth conducting. The organization of the chapters, as well as a description of each chapter are presented at the end of the section.

### **Background of the Research**

Learning vocabulary is the first step in mastering a foreign language. Susilowati (2018) defines vocabulary as knowledge of words and their meanings. We can communicate with other people without having to be proficient in mastering grammar, but we cannot communicate without being equipped with sufficient vocabulary knowledge. This statement can be supported by Lede & Swarniti (2020), who said that vocabulary is an important component in developing students' English skills. Students can communicate, think, and express themselves in English by mastering vocabulary. In other words, it is clearly evident that vocabulary is important in mastering a language (Tahir, as cited in Susilowati et al., 2018, p. 420).

Learning English, especially at the elementary school level, is still at the basic level. To teach students English, the teacher must determine effective learning media and to be able to help students increase their mastery of English vocabulary. In achieving this, the use of picture can help students in their learning. Students become more easily to understand and remember the material they are learning. In addition to facilitating

understanding, Lee (2015) argues that the use of picture in teaching can make students enjoy and help increase students' motivation in learning English. The use of picture book is believed to improve students' English vocabulary mastery. In previous studies, the use of picture book in learning gave positive results. The use of picture book is proven to be able to improve students' English skills and students' vocabulary mastery (Hayati, 2018; Utami, 2018).

The use of picture book in teaching elementary school students has been studied by many scholars. One example is by Agustin (2013) who taught grade 3 and 5 elementary school students using picture book. The result of this research shows that picture book has succeeded in increasing elementary school students' English mastery in terms of reading comprehension, pronunciation, vocabulary mastery, and other linguistic aspects. This study also recommends that English teachers who teach at the elementary level to use picture book to improve students' English skills. Another study that also uses picture book was conducted by Restanto (2016). Using the book entitled "The Lorax by Dr Seuss", Restanto (2016) states that picture book plays an important role in the ability of junior high school students to understand narrative texts in English. In addition, students also gave a positive response to the use of picture book in their learning. From these two studies, it can be concluded that picture book can improve students' English mastery if it is used correctly.

The use of picture in learning media is certainly an attraction for students to learn. Aside from pictures, the use of interesting stories in learning makes students feel entertained and motivated (Deviyani, 2018). A text-only book will appear boring and monotonous to students. One of the media that uses pictures and stories is known as picture storybook. According to Malu (2013), a picture storybook is a book-shaped media that combine images and text which simultaneously tells a story with a theme that suits the target reader. Another opinion regarding the definition of a picture storybook was also

expressed by Ratminingsih (2018), who said that a picture storybook is a book that combines images and text which has a variety of different genres.

The research evidence on the use of picture storybook in learning can be seen in research conducted by Min Li (2015) which showed that picture storybook was able to improve Singaporean students' vocabulary mastery. In addition, the use of this media is also able to increase students' interest in reading. Another research conducted by Susilowati (2019) also showed positive results, where students' vocabulary mastery experienced a significant increase and students felt enjoyment while participating in learning activities in class. From what has been discussed, it can be concluded that the use of picture storybook had a positive impact on improving students' vocabulary mastery, reading interest and helping students enjoy learning process.

According to the discussions above, few studies have succeeded in proving the effectiveness of learning media using picture in improving students' English vocabulary mastery, and most of them only focus on the use of picture book at Junior and High school level. There are only a few studies that have investigated the impact of using picture storybook in teaching, especially in elementary level (Min Li, 2015., Agustin, 2013). Using picture storybook in teaching has many potentials for teaching young learners. However, there are still many teachers who have not implemented this model in their teaching. The reasons are varied, and one of the influencing factors is the lack of English learning facilities.

Based on the background that has been mentioned, it can be seen that the picture storybook has a positive impact in improving students' vocabulary mastery. Therefore, the purpose of this research is to test the effectiveness of using picture storybook in improving English vocabulary mastery in the fifth graders of an Islamic private elementary school. The reason behind this research is due to the limited study which investigates the impact of

using picture storybook in teaching and learning activities, especially in improving vocabulary mastery. Picture storybook have great potential to increase students' motivation to learn and improve their vocabulary mastery.

### **Identification of the Problem**

English lesson is one of the most important lessons to learn. However, not all elementary schools currently have an English lesson because the 2013 curriculum does not require that. One of the Islamic private elementary schools in Dumai is one of the few elementary schools that has an English subject in its curriculum. Although this school has English subject, the reality is that there are still many students who lack English vocabulary mastery.

According to several studies that have been conducted, the use of media in the form of picture storybook is said to be able to help students improve vocabulary mastery. The use of picture storybook in learning can help students improve vocabulary mastery and indirectly help students develop an interest in reading (Min Li, 2015). In addition, implementing picture storybook media helps students better in learning vocabulary in class (Azizah, Soraya, & Atikah., 2022).

Picture storybook is one of the media in learning which if used properly it will provide benefits for its users. In this research, the researcher wants to prove whether it is true that the use of a picture storybook media is effective in helping students improve their vocabulary mastery. All teachers want to provide the best learning experience for their students, but this must be supported by adequate learning media. The use of picture storybook certainly can help both teacher and students in achieving best learning outcomes in learning English. This research can assist teachers in understanding the benefits and effectiveness of using picture storybook in teaching and improving students' English vocabulary mastery.

## **Delimitation of the Research**

In this study, the research focuses on testing the implementation of learning media to teach English, namely picture storybook. The study was conducted to know the effectiveness of using picture storybook on improving students' vocabulary mastery. This research took place at an Islamic private elementary school in Dumai. The participants of this study were the fifth graders. There are four classes available, but only two classes, namely 5 Tsiqoh (control group) and 5 Tsabat (experimental group) were selected by the researcher as the research population.

This study used a quantitative method with an experimental design where the researcher conducted a pretest, treatment (teaching using picture storybook as learning media), and posttest. The topic of the picture storybook discusses various kinds of diseases. The topic material was adapted from the English textbook "Grow with English" for class V by Mukarto Sujatmoko & Josephine Widya (2017).

## **Research Questions**

The researcher formulates three research questions about the impact of using picture storybook to improve fifth graders' vocabulary mastery. Based on the above background, the research questions are:

1. How is the fifth graders' vocabulary mastery pretest and posttest mean score of an Islamic private elementary school in Dumai with the implementation of picture storybook?
2. How is the fifth graders' vocabulary mastery pretest and posttest mean score of an Islamic private elementary school in Dumai without the implementation of picture storybook?

3. How is the effectiveness of using picture storybook on improving students' vocabulary mastery of an Islamic private elementary school in Dumai?

### **Objectives of the Research**

Based on the research questions above, the research objectives can be seen below:

1. To find out the fifth graders' vocabulary mastery comprehension based on the pretest and posttest mean score of an Islamic private elementary school in Dumai with the implementation of picture storybook.
2. To find out the vocabulary mastery comprehension based on pretest and posttest mean score among the fifth graders of an Islamic private elementary school in Dumai without the implementation of picture storybook.
3. To determine the effectiveness of implementing picture storybook as a teaching medium for improving fifth graders vocabulary mastery at an Islamic private elementary school in Dumai.

### **Significances of the Research**

It is intended that through conducting this research, students, teachers, and future researcher can get more benefits and information.

**For English teachers.** Teachers can use this study to get information about teaching media, namely picture storybook. The utilization of picture storybook as a learning tool is fascinating. As a result, teachers can use this study as a source of information to implement picture storybook in the classroom.

**For educational institution.** The findings of this study can be used to guide curriculum designers and developer. Institutions can use the information and data in this study as a reference to improve the quality of education by providing good teaching media.

**For future researcher.** Other researchers who are interested in the same topic of research can benefit from the findings of this study. The findings of this study are also expected to serve as a reference for people who conduct research in the same topic from a different perspective.

### **Organization of the Research**

This research is divided into five chapters. The explanation of each chapter can be seen as follows:

Chapter One is Introduction. This section explains the background of the research, identification of the research, problem boundaries, research questions, research objectives, and research significance. In this study, the research focuses on testing the implementation of learning media to teach English, namely picture storybook. The researcher wants to know how fifth graders' vocabulary mastery compares with and without the use of picture storybook. Furthermore, the researcher also wants to know if using picture storybook is effective on improving students' vocabulary mastery. This research took place at an Islamic private elementary school in Dumai.

Chapter two is a literature review. It provides some studies related to the significance of vocabulary, vocabulary mastery, picture storybook, the significant uses of picture storybook in EFL learning, the use of picture storybook media in improving vocabulary mastery and describes the benefits of using picture storybook in teaching vocabulary mastery.

Chapter three is methodology. In this chapter, the researcher used quantitative methods with quasi-experimental design. The instruments used in this study are pretest and posttest. The location of the research was carried out in an Islamic private elementary school in Dumai, with participants from fifth grade students. There were two classes

chosen, namely Tsiqoh (control) and Tsabat (experimental). The researcher gave few treatments (teaching) using picture storybook in the experimental class, while the control class taught by schoolteacher using school textbooks. The data collection was carried out in three stages, namely pretest, treatment using picture storybook, and posttest. The data were processed and analysed using normality, homogeneity, and Mann-Whitney test.

Chapter four is findings and discussion. The researcher describes the outcome of the data analysis. In this chapter, the researcher analyzed and interpreted all the data gathered during the research. The findings show whether using picture storybook can help students improve their vocabulary mastery. The researcher then discussed the findings of the study at the end of this chapter.

Chapter five is conclusion and recommendation. This chapter provides conclusions and recommendations related to this study. The researcher provides conclusions and several recommendations for teachers, educational institutions, and future researchers.