**CHAPTER I
INTRODUCTION**

* 1. **Background of the study**

A visual dictionary is a verbal dictionary in the form of pictures or illustrations that are interesting to see. Visuals are not limited to images, symbols, tents, maps, charts, graphs, photos, and models (Aisami, 2015). The visual dictionary makes it easier for students to master Vocabulary, helps students articulate their ideas, and enhances the accuracy of transferring those ideas to others. The impressions created by the combination of pictures, words, and sounds are remembered by students significantly longer than when they were heard alone. By observing the visual dictionary, it will be easier to recognize, place, and imagine natural objects in the minds of students through the visual dictionary (wigan, 2009).

The demands of the modern era, which are increasing in any field as well as humans, are required to have the ability to be able to keep up with the development of an increasingly modern era, one of which is by developing English language skills. Teaching and learning have educative value, and educative value colors the interactions between educators and students to establish good social interaction (Kustanti, 2016). In teaching English, many problems are faced by students, especially elementary school students. The issues faced include pronunciation difficulties, a lot of vocabulary, a lack of student motivation, and a boring learning atmosphere at school (Rahayu & Rosa, 2021).

Some studies also have been done using pictures in teaching English vocabulary. (Sandra, 2015) Students are influenced by how the teacher presents teaching materials in the teaching and learning process. Students need something fun. Using the correct method will make the lesson material more attractive, effective, and efficient. Using a visual dictionary is one of the techniques in teaching vocabulary. Through visual dictionaries, students can more easily understand what the teacher conveys.

In addition, several studies reported using visual media in teaching vocabulary. (Habibi, 2017) used flash cards to improve students' vocabulary mastery and said that this teaching could improve vocabulary in the same way as visual dictionary functions. On the other hand, (Phillips, 2016) uses semantic mapping and pictorial words in teaching language. This research also has the same position as using a visual dictionary to improve vocabulary. In other countries, vocabulary mastery is. That's why I tried to investigate using visual dictionaries to enhance vocabulary mastery in speaking English.

Therefore, this study will use a visual dictionary as a medium for learning to speak English for elementary school children. This study will also teach vocabulary that can improve students' ability to master language, such as pronunciation, spelling, and meaning of words taught by the teacher.

This study aims to determine the effectiveness of using a visual dictionary as a medium to increase vocabulary in speaking English in elementary schools.

* 1. **Reason for Choosing the Topic**
1. English is an important subject to learn, but students' interest in English is less desirable. This research is expected to encourage teachers to foster student interest in learning English using visual dictionary media.
2. Many teachers ignore learning media. Mainly focus on method. The media also has an important role that needs to be considered, for example, how to choose good press. The author hopes to provide an overview of how to select media, especially the visual dictionary media used in teaching vocabulary in elementary school.
	1. **The Identification of the Problem**

Based on the background of the study above, many problems can be identified in this research, such as:

1. The students' difficulties in memorizing the vocabulary.
2. Media is limited in learning the language.
3. Boring class activities and
4. Monotonous teaching technique.
	1. **Research of Question**

The primary purpose of this study was to determine the effectiveness of using a visual dictionary in improving reading vocabulary. Therefore, the questions in this study are:

1. How is the effectiveness of using visual dictionary in teaching vocabulary?
2. How does the teacher teach vocabulary by using a visual dictionary?
	1. **Purpose of the Study**

This study has a research objective by the research question: to determine the effectiveness of using a visual dictionary in teaching vocabulary.

* 1. **The scope of the study**

This study has been limited to the following scope:

1. The researcher taught three objects: animals, things in the classroom, and the family's name.
2. The student's vocabulary mastery includes pronunciation, spelling, meaning, part of speech (verb, noun), and simple sentences.
	1. **The Significance of the Study**

Research results can be significant for:

1. Researchers

This researcher gains insight into how visual dictionaries improve vocabulary and student mastery.

1. English teacher

This research can provide information on how visual dictionaries improve students' reading vocabulary and mastery. Teachers can use this media to improve student vocabulary.

* 1. **Research Methodology**

The method used in this study is the classroom action research method, which means research conducted in a class to determine the consequences of actions applied to a research subject in that class. This research is used to examine the success or sustainability of the action, and then further action will be given to the restroom under study.

* 1. **The Definition of Terminology**
		1. **Visual dictionary**

The visual dictionary is a book containing textual lists of visual definitions and explanations (wigan, 2009). The visual dictionary also includes communication and is not limited to: pictures, symbols, signs, maps, charts, graphs, diagrams, photos, and models (Aisami, 2015).

* + 1. **Vocabulary**

Vocabulary is a collection of words that are combined so that they have meaning and meaning. Vocabulary cannot be separated from the four language skills: reading, writing, listening and speaking.

* + 1. **Teaching**

The study is a process or effort carried out by every individual to get a change in behavior, good in the form of knowledge, skills, attitudes, and values positive as an experience of various materials that have been studied (Djamaluddin & Wardana, 2019).