



**THE EFFECTIVENESS OF USING *VISUAL VOCABULARY*  
*APP* IN TEACHING VOCABULARY**

A Quasi Experimental Study of the Seventh Grade Students of SMP N 1 Ungaran  
in the Academic Year of 2017/2018

a final project  
submitted in partial fulfillment of the requirements  
for the degree of Sarjana Pendidikan  
in English Language Education

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2019**

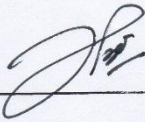
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
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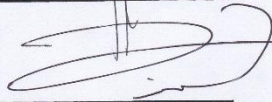
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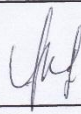


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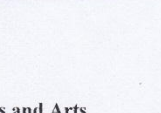
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#### DECLARATION OF ORIGINALITY

I, Riris Devitasari hereby declare that this final project entitled The Effectiveness of using visual vocabulary app in teaching vocabulary (A Quasi Experimental Research of the Seventh Grade Students of SMPN 1 Ungaran in the Academic Year of 2017/2018) is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the references.

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## **MOTTO AND DEDICATION**

God will raise people who are faithful among you and people who are given some level of knowledge (AS. Al-Mujadalah:4)

To my beloved mother and father

To my teacher and lecturer

To all of my friends

## ACKNOWLEDGEMENTS

First and foremost, I would like to praise my greatest gratitude to Allah SWT the Almighty Lord and blessing on his prophet, Muhammad SAW who guides people to the God's path, the only one truth. Thanks to Allah SWT for the blessing, inspiration, strength, and encouragement leading to the completion of this final project.

I also would like to thank to the following people:

1. Sri Wahyuni, S.Pd. M.Pd. as the advisor for their guidance, patience, and valuable advice so that I am able to accomplish this final project.
2. All of the lecturers of English Department of Semarang State University, who have given knowledge and experience.
3. The Headmaster, Sukardi, S.Pd., M.Pd., the English teacher, Listiyani, S.Pd , the seventh graders in VII B and VII C, and all of the teachers and staffs for their cooperation.
4. My father and mother, Bapak Sukarno and Ibu Sri Utami, who always give their love and sincere support.
5. My best friends; Lenny, Irnawati, Parmi, Dini Puspitasari, Zakiyah for the precious experiences, knowledge, happiness, and kindness they have shared.

Semarang,.....

Riris Devitasari

## ABSTRACT

Devitasari, Riris. (2018). *The Effectiveness of Using Visual Vocabulary App in Teaching Vocabulary (A Quasi Experimental Study of the Seventh Grade Students of SMP Negeri 1 Ungaran in Academic Year of 2017/2018)*. Final Project. English Department, Faculty of Languages and Arts, Semarang State University. Advisor: Sri Wahyuni, S.Pd., M.Pd.

**Keywords:** *Visual Vocabulary App*, Vocabulary, Teaching vocabulary.

This study aimed to find out how effective the *visual vocabulary app* is used in teaching vocabulary and to investigate the achievement of the students who were taught by using *visual vocabulary app* compared to those who were taught by using conventional method. The sample of this study was the seventh grade students of one of the public Junior high School in Semarang. This study used a quasi-experimental. The experimental group was taught using *visual vocabulary app* and the control group was taught using conventional method. The findings of the pre-test showed that the mean score of the experimental group was 73.13 and the mean score of control group was 73.59. After the treatments, the mean score of the experimental group increased to 87.66 and the mean score of control group was 80.47. It means that there was an improvement after the treatment. From the t-test computation of the post-test score, the t-value was higher than the t-table ( $t\text{-value} > t\text{-table} = 2.93 > 1.67$ ). It means that there was significant difference between both groups after getting the treatments. Based on the findings of the questionnaire, the students appreciated the use of *visual vocabulary app* in teaching vocabulary. Most of the students agreed that *visual vocabulary app* is an interesting medium in learning vocabulary. The result showed that *visual vocabulary app* is effective for vocabulary teaching and learning process.

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# **CHAPTER I**

## **INTRODUCTION**

This chapter presents the background of the study, reasons for choosing the topic, research questions, objective of the study, significant of the study, limitation of the study, and organization of the report.

### **1.1 Background of the study**

English as a second language can ease us to communicate with people all over world. The people use it to communicate each other to share their aims and purpose. English is an important rule as communication language used in the sector life, such as science and technology. Teaching English in Indonesia is to develop students' ability in the four language skills. There are listening, reading, writing, and speaking. To master those four skills, the students also have to learn vocabulary.

Vocabulary is one of the most important aspect in learning English. Laufer (1997) in Komachali & Khodareza (2012) stated that vocabulary learning is at the heart of language learning and language use. Based on Hornby (2004:1447) in Setiyawan (2015) vocabulary is a total number of words in language that is used by a person. In addition, Hatch and Brown (1995:1) stated that the vocabulary is the foundation to build languages, which a fundamental role in communication. It means that vocabulary is all the words that people use in language and important in teaching English.

Vocabulary is a basic component learned in language learning. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed (Wilkins in Alqahtani, 1972:97). In addition, McCarthy (1990) in Nushi & Jenabzadeh (2016) stated that no matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way. The important point of the statement above is that mastering vocabulary for the students is the main component to learn a language successfully.

Many students think that English is very difficult. Hence, the researcher needs a new method in teaching learning process. One of the methods that can make the students learn English is using *visual vocabulary app* in mobile phone app. In modern area, many adults and teenagers already use mobile phones. They used mobile phone for playing games, chats, and photos. Mobile phone can be used for learning process. Based on Wahyuni (2018), Computer software, social networking websites, online videos, audio tools (YouTube, Syype, MP3players), and smart phones and tablet apps had positive impact on learning English as a foreign language

*Visual vocabulary app* may help students to facilitate them to improve their vocabulary. This learning strategy is expected to make the students more active in English class, and enjoy learning English. According to Godwin (2011) in Shahbaz & Khan (2017), smart phones are best for modified learning. Vocabulary learning using mobile phone applications is an effective way to attract

students' interest in English learning. Learning English using *visual vocabulary app* are effectively, easily, and quickly. *Visual vocabulary app* is the best way to improve your language skill. The students will be easier to communicate with others. They will be easy to comprehend English learning process in the class.

### **1.2 Reasons for Choosing the Topic.**

The researcher chooses the topic “*The Effectiveness of Using Visual Vocabulary App in Teaching Vocabulary*” for the following reasons:

1. The students are bored with the traditional method which is done by their teacher in language teaching. Most teachers in the school use conventional method to teach their students. For example, teaching and doing exercise by textbook. It makes students feel uninterested and bored. So, teachers have to find an appropriate strategy to teach vocabulary.
2. There is not certain time allocation for vocabulary teaching and learning in the learning process in the class. English learning in the class is only two times in a week. The students should have another time to learn and increase their vocabulary. Using *visual vocabulary app* in mobile phone is effective to improve their vocabulary mastery. The students can learn English vocabulary at any time and place using smartphone apps.
3. English teachers need a solution to how to teach vocabulary. By using *visual vocabulary app*, the students can be motivated to learn vocabulary enjoyable.

### 1.3 Research Questions

The study tries to answer the following questions;

1. How effective is *visual vocabulary app* used in teaching vocabulary?
2. To what extent is the achievement of the students who were taught by *visual vocabulary app* compared to those who were taught by using conventional teaching used by teacher in teaching vocabulary?

### 1.4 Objectives of the Study:

The objectives of this study based on the statements of the problem above are as follows:

1. To describe how effective the *visual vocabulary app* is used in teaching vocabulary.
2. To explain to what extent does the achievement of the students who were taught by *visual vocabulary app* compared to those who were taught by using conventional teaching used by teacher in teaching vocabulary.

### 1.5 Significance of the Study

This study is expected to give contributions to:

1. Theoretical significance

This study is expected to be used as are reference to do the next research to find out a new technique which is supported and combined with “*Visual vocabulary app*” which is useful for learning English in learning vocabulary.



## 2. Practical significance

For the English teachers, the material in *visual vocabulary app* can be used in teaching vocabulary by utilising technology, in teaching vocabulary.

### **1.6 Scope of the Study**

The researcher scope the problem of the research as follows:

1. This study focuses on the use of *visual vocabulary app* in improving students' vocabulary.
2. This study focuses on the achievement of the students who were taught by *visual vocabulary app* compared to those who were taught by using conventional teaching used by teacher in teaching vocabulary

### **1.7 Outline of the Report**

This final project consists of three chapters. Chapter 1 presents introduction which includes background of the study, reason for choosing the topic, research questions, objectives of the study, significance of the study, limitation of the study and outlines of the study.

Chapter II discusses review of previous studies, theoretical background, and framework of the personal study.

Chapter III discusses research methodology which consists of research design, research site, object of the study, variable, procedures of data collection, and procedures of data analysis.

Chapter IV discusses description of the research, research findings, and the difference of students' competence before and after the students are taught using *visual vocabulary app*.

Chapter V is conclusions and suggestion of the study.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents review of previous study, review of theoretical background, and framework of the present study.

#### **2.1 Review of Previous Studies**

Studies exploring about vocabulary teaching has been done by several researchers. The following study will develop a few of their which are related to the present study.

Mobile phone is effective for teaching vocabulary. Shahbaz and Khan (2017) found mobile phone applications are effective for vocabulary learning. The aim of this study provided new insights for innovation and opportunities in language teaching and learning process. The study intended to examine the efficiency of a mobile application. This study explored the impact of using mobile phone app such as SMS and MMS. Quasi-experimental research design with pretest and posttest was employed the control group and the experimental group and developing using random sampling. The result of this research showed that learners in experimental group achieved better development in post-test. Mobile phone applications are more effectively for vocabulary learning. The researcher attempted to use another social medium applications called visual vocabulary.

Mobile phone is effective for learning idiom in teaching vocabulary. Basal, Yilmaz, Tanriversi and Sari (2016) investigated the effect of a mobile

application on teaching 40 figurative idioms from the Michigan Corpus of Academic Spoken English (MICASE) corpus compared to traditional activities. They used MMS messages as the instructional medium. Method of this study used quasi-experimental research design with pre-test and post-test. The results indicated that participants in the experimental group performed significantly better in the post-test, demonstrating the effectiveness of the mobile application used in this study on learning idiom and provide recommendations towards the use of mobile applications in teaching vocabulary.

Mobile phone app is effective for preparing materials in teaching vocabulary. Habbash (2015) investigated the viability of the use of mobile phones in the EFL classes for the undergraduate students of the University of Tabuk for improving their English vocabulary. This study explores the effectiveness of using mobile phone in teaching vocabulary in EFL classes in Saudi Arabia. The objective of this study is to find out the possibility of enhancing the students' understanding of English vocabulary through mobile phone interface and to help them in using vocabulary items more precisely. The responses were analyzed by the qualitative method and the results were put for discussions with the aim of using the outcomes in constructing the course material for future EFL studies and for providing the teachers with proper recommendations in preparing materials and in choosing relevant methods for their languages classes.

Electronic gadget is effective for teaching learning process. Nalliveetil and Alenazi (2016) showed the electronic gadgets is effective for teaching learning process. The aim in this research was effectiveness of integrating the

latest electronic gadgets with teaching learning activities in the class room. This study was conducted on 57 undergraduate male students majoring in English language and literature at Aljouf University. This study was using latest electronic gadgets like iPods, tablets, and smart watches. Methodology of collecting data included a self-report and questionnaire. The results showed that electronic gadgets are necessary for improving student's English skill and effective in the teaching learning process.

Mobile phone application is effective for extending the students' learning landscape. Based on Yafei and Osman (2016), mobile phone is effective to provide platforms for extending the students' learning landscape. The purpose of this study was to investigate the impact of using mobile phones on grade II students' vocabulary learning, and retention. The sample of the study selected randomly. They used mobile application Ko-Su. In this study Ko-Su is applications to create mobile learning activities in any language, invite another people to their own class, and publish their activities to their own class. The results showed that mobile phones can provide effective platforms for extending the students' learning landscape.

Mobile phone application are effective for vocabulary and grammatical rule. Alkhezzii and Al-Dousari (2016) conducted a study to examine the impact of mobile learning on ESP learners' performance. This study explore the impact of using mobile phone applications, namely Telegram Messenger. The object of the study was to test whether using mobile phone applications have an impact on ESP learner' performance by mainly investigating the influence such teaching

technique can have on learning vocabulary. The result showed that using mobile phone applications to teach foreign language skill or sub-skill is fruitful and does impact learners' comprehension of vocabulary and grammatical rule.

Finally, from the review of previous study above there are similarities and differences to this study. The similarity can be found on the use of mobile phone application to improve student's vocabulary. Those researcher used MMS, SMS, Telegram Messenger, and Ko-Su. The researcher attempted to use another social phone application called *Visual Vocabulary App* to improve student's vocabulary. From the previous study, the uses of mobile phone applications and social media gave positive impact on teaching and learning English for vocabulary and to make teaching and learning more understandable and interesting in preparing materials and choosing relevant methods for their languages classes.

## **2.2 Review of Theoretical Studies**

This part presents brief explanation about the definition of vocabulary, Teaching english, *Visual Vocabulary App*, vocabulary learning related smartphone apps.

### **2.2.1 Vocabulary**

In this part, the researcher would like to present some explanation about definition of vocabulary, vocabulary mastery, kind of vocabulary, and teaching and learning vocabulary.

#### *2.2.1.1 Definition of Vocabulary*

Vocabulary is important part of language. According to Nation (2001:22) "The importance of vocabulary has been neglected, when people began to realize that

learning vocabulary is indeed not simple matter". It means that vocabulary is important part of language, without vocabulary the language cannot be used to all information in language.

In the following, the researcher would like to present some definitions of vocabulary. There are several the definitions of vocabulary given by some experts:

- 1) Ur (1998) in Alqahtani (2015), "vocabulary can be defined, roughly, as the words we teach in the foreign language."
- 2) Linse (2006:121), "vocabulary is the collection of words that an individual knows."
- 3) Hornby (1995) in Alqahtani (2015), "the total number of word in a language; vocabulary is a list of words with their meanings".
- 4) *The American Heritage Dictionary* in Pikulski and Templeton (2004), vocabulary is "the sum of words used by, understood by, or at the command of a particular person or group."
- 5) Kridalaksana (1993), Vocabulary is a component of a language that maintains all of information about meaning and using word of language."
- 6) Webster's New International Dictionary (1966: 2650), "vocabulary is a sum or stock of words employed by a language, group, individual, in a work in relation to a subject."

From some definitions of vocabulary above, the researcher concludes that vocabulary is the number of words that is known and used by people and vocabulary is a total number of words with meaning and definitions used by someone or students to express the idea in a language.

#### *2.2.1.2 Vocabulary Mastery*

Vocabulary is needed why people to understand the meaning of words and it helps them to express precisely (Burton, 1982: 98) in Suryati (2015). Limited vocabulary can give bad influences in the teaching learning process. Further Krasen and Terrel (1983) stated that vocabulary mastery is also very important for the acquisition process. It means that vocabulary is indicated by their ability in understanding and producing the word in their daily life.

Vocabulary is obviously an essential element within a language, and students should be made aware of its importance as experience shows that there is a general tendency to overemphasize grammar or function (Hiebert, 2005: 48). From the explanation above, vocabulary is an important aspect in English because vocabulary is the first basic important in learning English. As we know that the lack of vocabulary often brings many troubles for English learners. When we are speaking in English, sometimes we get trouble because we do not know what people will say in English. We cannot deny that vocabulary is one of the important aspect in teaching learning English.



### *2.2.1.3 Kind of Vocabulary*

There are two kind of vocabulary, they are productive and receptive vocabulary. According to Harmer (1991) in Alqahtani (2015), there were two kind vocabularies: productive vocabulary and receptive vocabulary.

- a. Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing.
- b. Receptive vocabulary is a word that learner recognize and understand when they are used in context, but which they cannot produce.

In addition, the National Reading Panel (NICHD, 2000) in Phillips (2016) classified four types of vocabulary: listening, speaking, reading, and writing. Listening vocabulary is all the words people can recognize when listening to speech. Speaking vocabulary is all the words people can use in speech. Reading vocabulary is a list of words or vocabularies that people use when they are reading. And the last is writing vocabulary, that is, all the words used by people to express their idea in written form. Vocabularies are developed in each skill functions in different usage.

There are some types of vocabulary. Harmer (1991:159) in Hernawati (2015) distinguishes two types of vocabulary, namely active and passive vocabulary. Active vocabulary refers to vocabulary that the students have been taught or learnt and which they are expected to be able to use. It is used in oral and written expression by the students. The passive vocabulary refers to the words which the students will recognize when they meet them but which they will probably not able to produce. The students usually find the passive vocabulary in

listening or reading materials. The students will find the meaning of the word when they read the word in a text and will know the meaning of the unknown word on the text.

Based on the definition above, the researcher concludes that active vocabulary is the stock of word used by people to express feeling with oral and written. While, passive vocabulary is the words that the students recognize and understand them when they occur in a context or practice connections for them to learn it well.

#### *2.2.1.4 Teaching Vocabulary*

Hatch and Brown (1995) in Cameron (2001:84) describe five steps in teaching vocabulary. They are: (1) having sources for encountering new words; (2) getting a clear image, whether visual or auditory or both, for the forms of the new words; (3) learning the meaning of the words; (4) making a strong memory connection between the forms and meanings of the words; and (5) using the words. Besides, learning vocabulary is a process that always continues. Cameron (2001:84) states,

Vocabulary needs to be met and recycled at intervals, in different activities, with new knowledge and new connections developed each time the same words are met again. Looking at the five steps, we can see that each step is in fact something that needs to happen over and over again, so that each time something new is learnt, or remembered.

There are many techniques in teaching vocabulary. Based on Allen (1983) the techniques which can encourage students to use vocabulary through such activities as the following:

- a. Guessing games in which members of the class are identified by location and by clothing.

- b. Actions that are performed in response to commands.
- c. Drawing of pictures by students to match English description.
- d. Discussions of pictures drawn by member of the class.

In teaching vocabulary, the teacher has to have an enjoyable and interesting way in which the students can easily learn vocabulary.

### ***2.2.2 Teaching English***

There are four skill in learning and teaching English. According to Nagaraj (1996:99), language has been divided into four main skills, namely listening, speaking, reading, and writing. The four skills of language are a set of four capabilities that allow an individual to comprehend and produce spoken language for proper and effective interpersonal communication.

#### ***2.2.2.1 Teaching Listening***

Listening is a process in language skill that needs practice by using audio/technology (Embi & Latiff, 2004) in Arono (2014). Listening skills help children who have literacy skill in their own language transition into English-language literacy. Listening skills prepare children for reading in their native language as well as reading in a second or foreign language. For example, listens to and follows intructions, can follow an oral sequence of events, can listen attentively to stories, can comprehend a story that has been read and or told, can discriminate between sound, can identify rhyming sounds, and can segment word into syllables.

#### *2.2.2.2 Teaching speaking*

Speaking is important to communicate in overall language development. Children learning English as their native language spend time developing speaking skill. Children learning English as a foreign language do not develop english-language skill ore readily than older learners. Khorashadyzadeh (2014:12) in Zuhriyah states that speaking needs not only the learners' understanding about the way to produce the linguistic competence such as grammar, pronunciation, and vocabulary but also comprehension about sociolinguistic competence such as when, why, and how to speak. Speaking is important to express and communicate ideas to other orally.

#### *2.2.2.3 Teaching Reading*

Readers must intentionally and purposefully work to create meaning from what they read (Chard, 2008). Based on the definitions above, it can be concluded that reading comprehension is the ability of understanding the meaning of a text.

In teaching reading comprehension, a teacher should lead the students to understand the meaning and information from the text given. According to Collins, et al (1980), there are two important aspects of comprehension processes in teaching: comprehension monitoring and hypothesis formation and evaluation.

Comprehension monitoring concerns to the students' ability both to evaluate his or her ongoing comprehension processes while reading through a text. The role of hypothesis formation and revision is central to recent artificial intelligence approaches to comprehension processes.

#### 2.2.2.4 *Teaching Writing*

Meyers (2005: 2) in Ningrum, Rita, & Hastini (2013) stated that writing as a way to produce language, which people do naturally when they speak. Based on the explanation above, Writing is communicating with others in verbal way. According to Harmer (2004:11), Writing is more complex, the teachers should find a good method to teach writing. Many students think that writing is difficult and boring activity if the teachers do not use a proper method to teach it well.

The teaching of writing should focus on the writing process to make the students understand how the text is constructed. Harmer (2004:12) stated that “One way of encouraging the writing process is to have students involved in collaborative learning. The teachers have to know the characteristics of each student in order to know the technique should be used. The teachers should give facility to students in teaching learning process. It is important for the teacher to teach in the classroom.

#### 2.2.3 *Visual Vocabulary App*

*Visual vocabulary app* is one of a method to improve vocabulary skills by answering test, speaking, writing, and listening task question on mobile phone. *Visual Vocabulary App* is one of application on mobile phone. This application is one technique to improve vocabulary skill. You can learn vocabulary usevisual aids. Kim and Gilman (2008) in Phillips (2016) said that visual aids alongside words were effective to explain the meaning of the word, especially in the form of diagrams.

Based on the explanation above, these studies that pairing vocabulary with pictures is helpful in learning. *Visual Vocabulary App* is word in the form of images and can attract the attention of students to learn as well as make it easier for students to understand the vocabulary.

*Visual Vocabulary App* features are described as follows;

- a) *Many words with pictures*; in this features many words with pictures and pronunciation. So, you can learn some word and you can know the pronunciation the words.
- b) *Many learning topic and test*; there are a lot of topics and test to improve your language skills by answering test, speaking, writing, and listening task. For answering test; there is one picture and choose one word based on picture. For speaking; there is one picture. Press the speaker then pronounce the name of the object based on the picture. If you do not know the name of the picture, you can listen one word for three time. For writing test; there is one picture and write the name of the object based on the picture. For listening test; there is one picture than press the speaker and listen some word. After you listen choose your answer with true or false.
- c) *Flashcard*; this features support using pictures and pronunciation.
- d) *Language support*; in this features not only use English but also another language. Such as German, Spanish, French, Russian, Turkish, Arabic, etc.

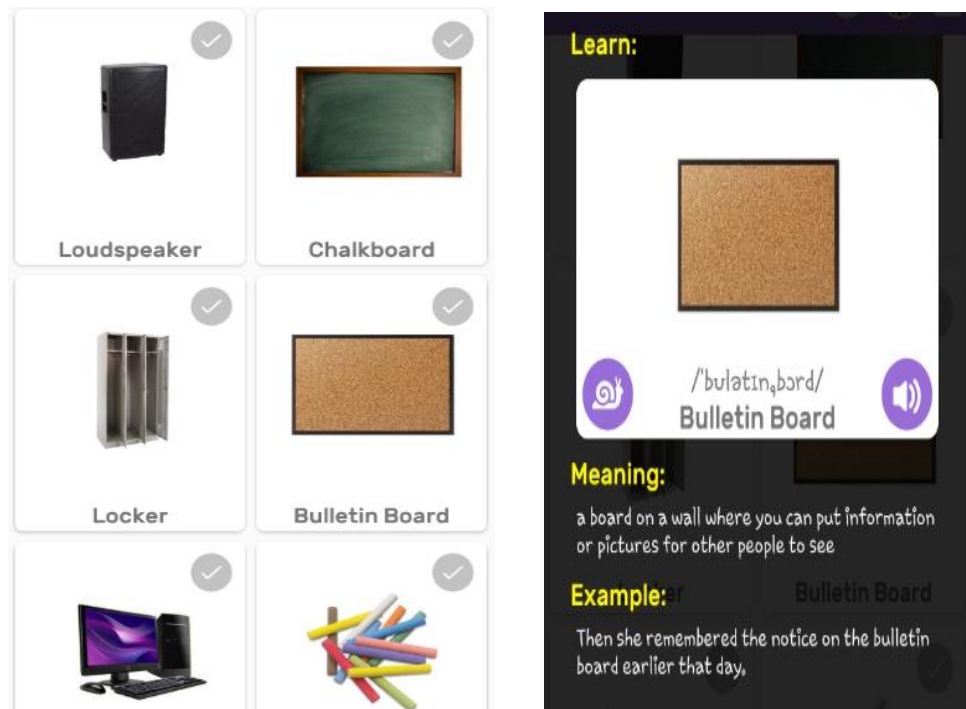



Figure 2.1 Example some word with picture and pronunciation.



Figure 2.2 Some topic of *visual vocabulary app*.



Choose the right answer:

TABLE

CHANDELIER

FORK

CUP

Figure 2.3 Answering test



Type the right answer:

3 Type here...

Figure 2.4 Writing test



Listen and choose:

TRUE

3

FALSE

Figure 2.5 Listening test



Pronounce the answer:

3

3

Figure 2.6 Speaking test



#### **2.2.4 Vocabulary Learning Related Smartphone Apps**

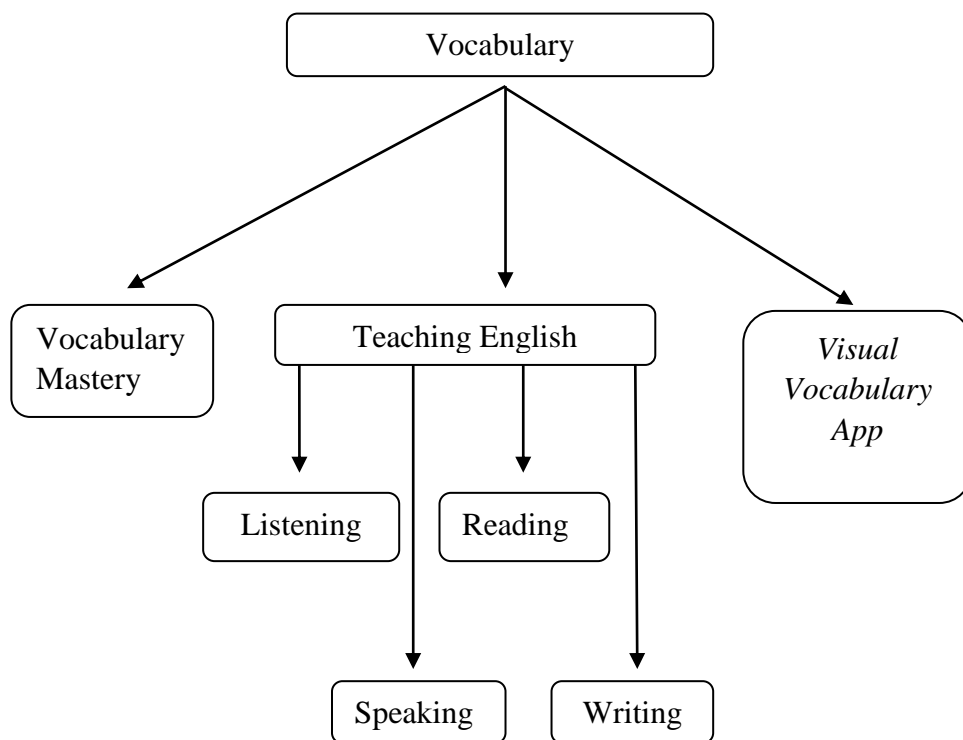
Smartphone app is a media that can be used for learning vocabulary in English. English learning apps can be easily and free downloaded on mobile phone by the students according to their own interests. Using apps on smartphone to learn English also breaks the restriction of time and place (Subian, 2014) in He (2014). It means that the students can learn English vocabulary at any time and place using smartphone apps

Mobile Assisted Language Learning (MALL) technologies have prodigious potential for assisting more innovative education method (Sung, 2016) in Shahbaz & Khan (2017). It means that learning using mobile phone is an innovative method to learn English. According to Pavlik (2015) in Shahbaz & Khan (2017), teaching and learning process is totally changed with the development of recent developments in mobile technology. From the explanation above Smartphone apps have considerable potential for enhancing vocabulary and English learning process.

### **2.3 Framework of the Present Study**

There are some researcher who have done with their researches about teaching vocabulary in Junior High School. They used various methods or media to investigate their research. They also wanted to know whether their methods are effective or not. However, the researcher does not find the same title research “the use of *Visual Vocabulary App* in teaching vocabulary”, so the researcher would like to conduct a research which uses those researches as references.

Vocabulary is one of the most important aspect to master in learning English. In an English class, students need a positive stimulus to make their learning easier and more effective. One of same ways to help students enrich English vocabulary is using *Visual Vocabulary App* in mobile phone. Therefore, the theoretical framework in this research has been driven by this theory and relevant empirical research that have been reviewed in this previous section.



**Figure 2.8 The Theoretical Framework**

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions of the study based on the result of the study and suggestions based on the finding of the analysis

#### 5.1 Conclusions

After conducting the research, there are some points which could be taken as the conclusions, they were:

Firstly, *visual vocabulary app* is effective in teaching vocabulary. It can be seen from the t-test measurement which obtained 2.93, for  $\alpha = 5\%$  with  $df = 62$ , which obtained  $t_{table} = 1.67$ . It means that the t-test was higher than  $t_{table}$ . Since the t-test measurement is higher than the  $t_{table}$ , it was found that the experimental group's understanding of visual vocabulary was better than the control group.

Secondly, there was a significant difference between experimental and control group. The mean score of pre-test for experimental group was 73.13, and the mean score of pre-test control group was 73.59. After experimental group was taught by visual vocabulary and the control group was taught without using visual vocabulary strategy, the score of the group was increased. The result of the post-test of experimental group was also higher than the control group. The mean experimental group was 87.66 and experimental group was 80.47. It means that the achievement of the students who were taught by using *visual vocabulary app* differs significantly from those who were taught by using conventional teaching

used by teaching vocabulary for the seventh grade students of SMP N 1 Ungaran in academic year 2017/2018.

## 5.2 Suggestions

Based on the conclusion above, the researcher would like to recommend some suggestions:

1. For the students

*Visual vocabulary app* will help the students especially the seventh grade students of SMP N 1 Ungaran to motivate learning English and improve their vocabulary. Using visual vocabulary in order to make their study more interesting and meaningful. By using the interesting technique for teaching and learning English, especially teaching vocabulary, so that students will not face difficulties in learning English

2. For teachers

Teachers should give the interesting method to the students learning vocabulary to make them fun and enjoy in teaching learning process. Teachers also should make creative to provide something new to make students not bored.

3. For the researchers

For the next researchers, I wish that they might use *visual vocabulary app* as one alternative in conducting their research. And then, I hope there will be an improvement for the next study from the weaknesses of this final project.

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