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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Vocabulary is the important part in language learning. In reading a text, the student need many words in order to ease them to understand the text, it means that knowing the meaning of vocabulary in text what we read is very important in reading a text. Vocabulary is a basic element of language, Celce and Muria (2001, p.285) asserted that “Vocabulary learning is central to language acquisition, whether the language is first, second, or foreign”. Vocabulary in reading refers to a word in text that should be learned to understand the text. Students need vocabulary to comprehend what they are reading. The important vocabulary in reading is the more we know the words in text, the more we comprehend the text that we learn and also through reading the reader can build their vocabulary.

State Junior High School 01 Kampar that is located in Air Tiris uses School Based Curriculum (KTSP) as the curriculum in teaching and learning process. English is specified as a compulsory subject, part of the Basic Curriculum and including one of the language skills tested in the National Final Examination (UN). Based on the curriculum which is used by the school, it is stated that the minimum score criteria (KKM) of the students in reading test is 75. Based on the syllabus, the standard competence is the purpose in teaching reading that the students comprehend or understand the



meaning of short functional text and simple essay, narrative and recount text relating to the environment.

Based on the writer's preliminary observation on March 2016, the writer found that the teacher used Three-Phase technique in teaching and learning especially reading subject. However, the teacher taught the vocabulary in reading maximally. But when teacher gave a test in school that was given after a book had been read tests of memory, especially in vocabulary the teacher asked the students about the meaning of the words in the text, some of the students were not able to do it.

Based on the explanation above, it is clear that some of the students of the eighth grade at State Junior High School 01 Kampar had difficulties in memorizing English vocabulary. The fact can be seen in the actual symptoms as the follows:

1. Some of the students were not able to identify the meaning of the words in the text;
2. Some of the students were not able to spell the English words correctly;
3. Some of the students were not able to identify the meaning in relations (synonym or antonym) of the words in the text;
4. Some of the students were not able to identify the word formation;
5. Some of the students were not able to identify the appropriate words;

Based on the symptoms above, the writer assumed that most of the students of eighth grade at State Junior High School 01 Kampar had difficulties in reading because of still lack of vocabulary and also

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inappropriate teaching strategy made the process of learning English boring. In order to improve students' vocabulary, the writer tried to apply a strategy that might help the students' vocabulary in reading at the eighth grade of State Junior High School 01 Kampar. The strategy is called Motor Imaging Strategy. Regarding to the idea of Manzo & Manzo (1985, p.244) Motor Imaging (MI) involves the sensorimotor, as well as affective and cognitive domain. Then, Casale (1985, p. 619) stated that "Motor Imaging is A Reading-Vocabulary Strategy", he said that teaching a specific set of word meanings, as is called for the pre-reading steps of most guided reading lessons. Motor imaging employs a word learning strategy based upon psychomotor associations, a basic element in human development and possibly in all learning. In this research, the writer used this strategy to help the students' interest in learning English especially in vocabulary through reading a text.

Thus, the writer carried out the study entitled: **"The Effect of Using Motor Imaging Strategy on Students' Vocabulary in Reading at State Junior High School 01 Kampar "**.

## B. The Problem

### 1. The Identification of Problems

Based on the background of the problem above, the writer identifies the problem as follows:



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- a. What made the students difficult to identify the meaning of the words in text?
- b. What made the students difficult to identify the correct spelling of the words in the text?
- c. What made the students difficult to identify the meaning in relation (synonym or antonym) of the words in the text?
- d. What made the students difficult to identify about the word formation?
- e. What made the students difficult to identify the appropriate words?

### 2. The Limitation of the Problem

Based on the identification of the problems above, the problem in this research are focused on Improving vocabulary through reading a text. In this case is a narrative text that includes identify meaning of the words, identify the correct spelling of the English words, identify the meaning relationship (synonym or antonym) of the words, identify word formation, and identify the appropriate words in the text at the Eighth Grade of State Junior High School 01 Kampar.

### 3. The Formulation of Problems

Based on the limitation of the problem above, thus the problems of this research can be formulated as follows:

- a. How is the students' ability in enriching vocabulary taught by using Motor Imaging Strategy at State Junior High school 01 Kampar?
- b. How is the students' ability in enriching vocabulary taught without using Motor Imaging Strategy at State Junior High school 01 Kampar?



- c. Is there any significant effect on students' ability in enriching vocabulary taught by using Motor Imaging Strategy at State Junior High school 01 Kampar?

### C. The Objectives of the Research

Based on the formulation above, the objectives of this research are:

1. To determine Students' Vocabulary in learning English taught by using Motor Imaging Strategy.
2. To determine students' Vocabulary in learning English taught without using Motor Imaging Strategy.
3. To determine whether there is a significant effect on students' vocabulary taught by using Motor Imaging Strategy.

### D. The Significance of the Research

Related to objectives of the research above, the significance of the research is as follows:

1. To enlarge the writer's knowledge about this study especially in process of research and applying motor imaging strategy in teaching English.
2. To acquaint a strategy called Motor Imaging that is suitable for language learning process and makes the classroom more fun and enjoyable.
3. As a requirement to finish the writers' study at Department of English Education of Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.



## E. Reasons of Choosing the Title

1. The topic is relevant to the writer as a student of English Education Department of State Islamic University of Sultan Syarif Kasim Riau.
2. As far as the writer is concerned, this research title has never been conducted by any researchers.
3. The writer hopes that this study is very useful in process of teaching and learning English.
4. The location of the research facilities the writer in conducting the research.

## F. Definition of Term

To avoid misunderstanding on the terms used for the readers in comprehending this topic of the research, the following terms are necessarily defined as follows:

### 1. Effect

According to Oxford Learner's Dictionary (2008, p. 143), Effect means change that somebody or something causes in somebody or something else (result). In this research paper, effect is the result of using Motor Imaging Strategy on Students' Reading Comprehension at State Junior High School 01 Kampar.

### 2. Motor Imaging Strategy

Motor imaging strategy is a reading-vocabulary strategy for learning English. Casale - Manzo (1985, p.244) states that motor Imaging (MI) involves the sensorimotor, as well as affective and cognitive domain.

Motor imaging employs a word learning strategy based upon psychomotor associations, a basic element in human development and possibly in all learning.

### 3. Vocabulary in Reading

According to Johnson (2008, p.94), reading vocabulary is the words used to read. In this research, Vocabulary in Reading refers to the vocabulary in the text that the students learn to comprehend the narrative text by using motor imaging strategy at the eighth grade of State Junior High School 01 Kampar.

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