

**THE INFLUENCE OF USING PYRAMID CHART TOWARD STUDENTS
VOCABULARY MASTERY AT SEVENTH GRADE IN JUNIOR HIGH
SCHOOL 12 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF
2020/2021**

**A Thesis
Submitted as Partial Fulfillment of the Requirement for S1-Degree**

By:

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**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
RADEN INTAN LAMPUNG
2021**

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2021

ABSTRACT

THE INFLUENCE OF USING PYRAMID CHART TOWARD STUDENTS VOCABULARY MASTERY AT SEVENTH GRADE IN JUNIOR HIGH SCHOOL 12 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2020/2021

In teaching and learning process in the class, there were a lot of students who found some difficulties in learning English. One of the difficulties of students in English learning activity was vocabulary. Vocabulary mastery of SMPN 12 Bandar Lampung was still low. To solve this problem was applied Pyramid chart. The objective of this research was to know whether there was a significant influence of using Pyramid Chart towards student's vocabulary mastery.

Pre-experimental design was used in this research. The population of this research was students of seventh grade of SMPN 12 Bandar Lampung. The sample of the research was class VII B consisted of 29 students. Technique that used to took the sample was cluster random sampling and determined that VII B as the sample. There were five meetings for the class it were consisted of one for try-out, one for pretest, two for treatments and the last one for post-test. Pyramid Chart was applied as treatment and test was Used in collecting the data. Before conducting the treatments, the students did the pretest. After conducting the treatments, the students did the posttest. After giving posttest, SPSS v23.00 was used to analyzed the data to compute Independent Sample T-test.

From the result of hypothetical test, it was found that the result of Sig. (2 tailed) of t-test for equality of means assumed was 0.00 and $\alpha = 0.05$. It means that Sig. (p_{value}) $< \alpha = 0.05$. So, H_0 was rejected and H_a was accepted. Based on the computation, it could be concluded that there was a significant influence of using Pyramid chart towards students' vocabulary mastery.

Key Word: Pyramid Chart, Vocabulary Mastery, Pre-Experimental Design.

DECLARATION

I hereby that this thesis entitled : The Influence of using Pyramid Chart towards Students' Vocabulary Mastery in the second semester at the seventh grade of SMP Negeri 12 Bandar Lampung in the Academic year of 2020/2021 is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in the text.



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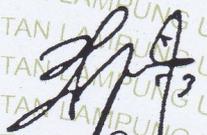
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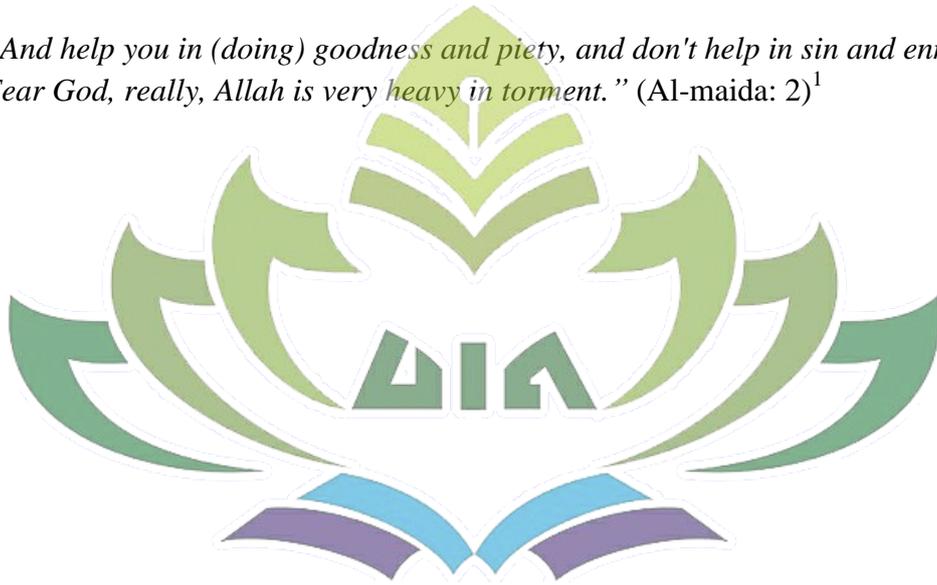
MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ وَالْعُدْوَانِ

وَاتَّقُوا اللَّهَ إِنَّ اللَّهَ شَدِيدُ الْعِقَابِ ﴿٢﴾

“And help you in (doing) goodness and piety, and don't help in sin and enmity. Fear God, really, Allah is very heavy in torment.” (Al-maida: 2)¹



¹ Al-maida, Al-Qur'an and its translation. Ministry of Religion RI. Bandung: Diponegoro. 2008:2

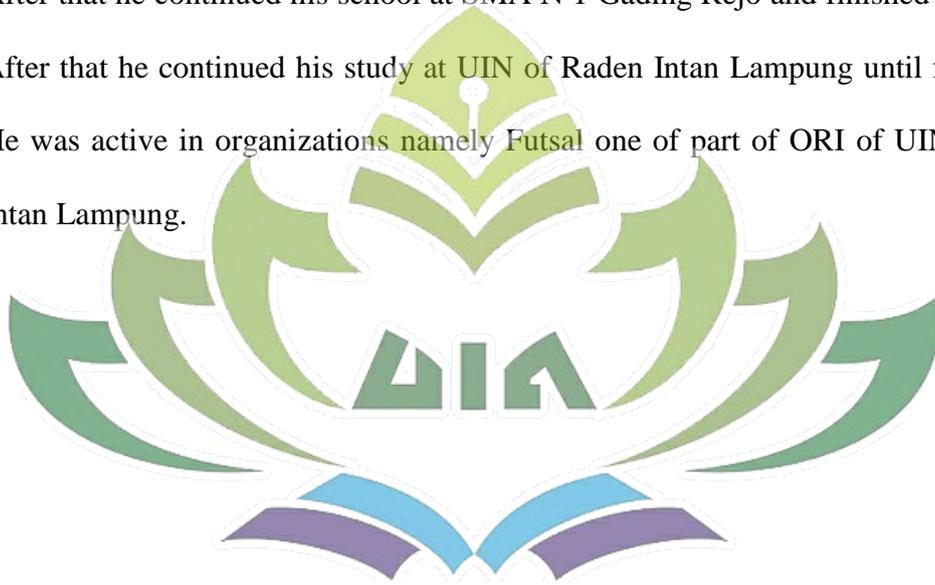
DEDICATION

From deep of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved parents, Mr. Supriono and Ms.Kholimah who always loves and keeps praying for the success in this world and after. Thanks for all the motivation and support.
2. My beloved brother, Rizki Prayogi P. who always gives me love and support for finishing this thesis
3. My beloved lecturers and almamater UIN Raden Intan Lampung, who made me grow up and contributed much for my self-development.
4. My beloved bestfriend, Elfira Amelia to make me stronger in facing every problem including on this research process.
5. All of the part of English Education E class 16 especial Ulla, Titik, Mahmuda, Dasuki, Fadil, Almudra, Ayuni, and Bagus who always console me when i feel bored and sad.

CURRICULUM VITAE

Fahri Ramadani was born on January, 12th 1998 in Bandar Lampung. Fahri is the son of the couple Mr. Supriono and Ms. Kholimah. He has a brother his name is Rizki Prayogi Pangestu and the young brother Barliano Rosyid. He accomplished his formal education at SD N 2 Gedong aer Bandar Lampung until finished .After that he continued his school at SMP N 7 Bandar Lampung and finished in 2013. After that he continued his school at SMA N 1 Gading Rejo and finished in 2016. After that he continued his study at UIN of Raden Intan Lampung until finished. He was active in organizations namely Futsal one of part of ORI of UIN Raden Intan Lampung.



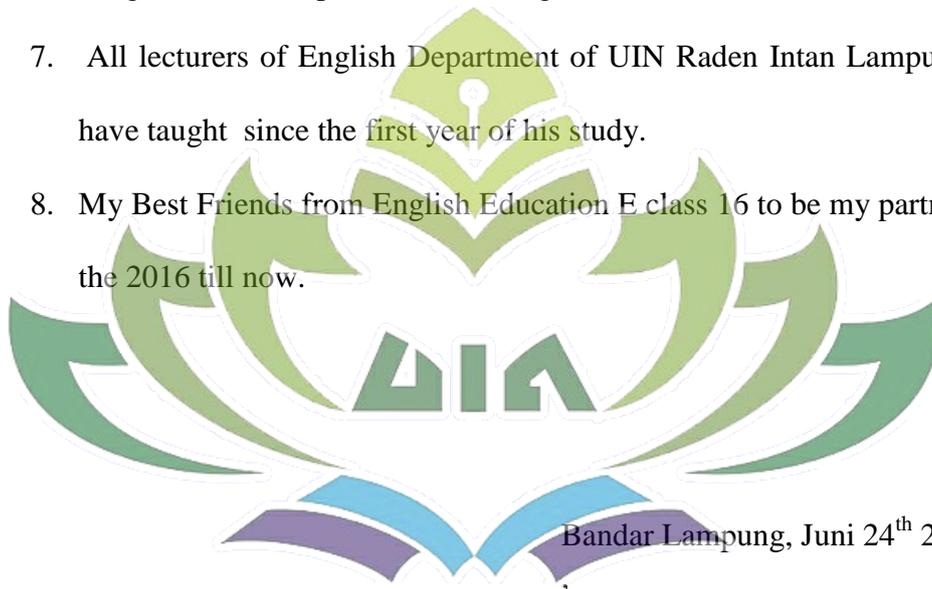
ACKNOWLEDGMENT

First, all praise is due to Allah, the most merciful, the most beneficent for His blessing and mercy given to during the study and in completing this graduating paper successfully. Then, peace and salutation always be with our prophet Muhammad SAW who has guided us from the darkness to the lightness.

This thesis entitled “The Influence of using Pyramid Chart towards Students’ Vocabulary Mastery in the second semester at the seventh grade of SMP Negeri 12 Bandar Lampung in the Academic year of 2020/2021”. The primary aim of writing this thesis is to fulfill a part of students’ task in partial fulfillment of the requirement to obtain S1-degree. However, this thesis would not have been completed without the aid, support, guidance, help, advice, and encouragement of countless people. Therefore would like to express the deepest sense of gratitude to

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Bandar Lampung, Juni 24th 2021

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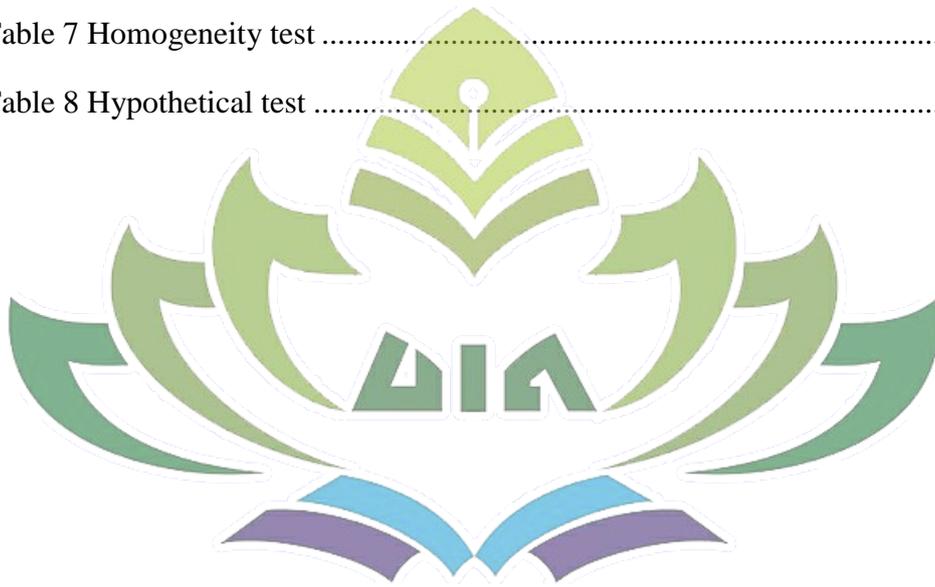
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is very important in our life, without language we cannot make conversation. Brown states language is more than a system of communication. It involves whole person, culture, educational, a developmental communicative process".² There is a lot of languages in the world, but only one language we use to communicate as an International language is English. English is an effective language used to communicate among people with different languages from every country in the world. In Indonesia, English was taught as a compulsory subject and must be taught in all levels of education such as middle school, middle school, and university.

Helping a student learn a new language is an exciting opportunity to teach students skills that can make a big difference to their future and the future of their families. In language, there are many parts of it. Vocabulary is a vital part of the language. According to Schmitt who define vocabulary as the basis of a language, Smchitt adds that one cannot speak well and understand written text unless he knows the vocabulary.³ Vocabulary is important to the English learning process. Students are aware that vocabulary is important, but they are lazy to open the dictionary.

² H. Douglas Brown, *Teaching by Principle An Interactive Approach to Language Pedagogy*, (New Jersey: Longman, 1994), p. 34.

³ Fidyati, *Improving Architecture Students English Vocabulary Through the use of Architectural Drawing*. (Universitas Malikusaleh, loksumawe, 2016)

Vocabulary is a basic communication to say something also to make connections to other words to become a sentence. Snow, Griffin, & Burns state that students' vocabulary knowledge is a building process that occurs over time as they make connections to other words, learn examples and non-examples of the word and related words and use the word accurately within the context of the sentence.⁴

For students in Indonesia, introducing the English language is important especially vocabulary to junior high school since vocabulary is very vital in learning a foreign language. Unfortunately, mastering vocabulary is not easy for students, especially for students in Indonesia where English is learned as a foreign language because English is not used in daily communication. So, it is more difficult to master English vocabulary. As a result, the vocabulary mastery of students is still low.

The next problem is concerned with the best way of teaching vocabulary and media used. The teaching of vocabulary needs more attention because vocabulary mastery is important in language proficiency. Teachers should prepare all the components in the teaching-learning process well. The components are the media, the materials, and the teaching method. Teachers do not prepare them well. It means that teachers usually ignore one or two components. For example, they prepare the materials which are based on the lesson plan well, but they do not use the media or teaching method appropriately. In this case, it can make the teaching-

⁴ Nugroho Habibi, *the influence of using flashcards toward students vocabulary with disability* (University of brawijara: Malang 2017) p 6

learning process ineffective and the students will get the consequence such as they do not know what the teacher explains.

Interviewed a teacher from Junior high school 12 Bandar Lampung was Ms. Siwi Ken Paransih, S.Pd. Ms. Siwi said that the problem in teaching English is the students were a lacking vocabulary. As we know, if we do not know about the vocabulary we cannot understand what people say. Even as good as sound the pronunciation of the speaker say if we do not know the vocabulary we cannot speak with foreign people. We need more and more to read the book to improve our vocabulary or we use another media. In junior high school students focus on one kind of vocabulary it is part of speech, such as parts of speech: nouns, adjectives, verbs, and adverbs.

Students faced many difficulties in differentiating the form of words. Gower, Philips, and Walter in Rohmatillah explain what makes a vocabulary article difficult. How difficult a vocabulary is depends's on some factors.⁵

- a. The difficulty of a vocabulary item often depends on how similar the shape and meaning of the item is to the student's mother tongue. Words that are similar in the first language and English can be misleading rather than helpful.
- b. Another difficult aspect that learners have to deal with is the connotation of the word. For example, does the word have a positive or negative meaning for a native speaker? Either thin or lean could be used to describe

⁵ Rohmatillah, *A Study on Students' difficulties in learning Vocabulary* (Institut Agama Islam Negeri Raden Intan: Lampung 2014) p 78

someone thin - but these words have very different connotations, and by choosing one attitude rather than the other, the speaker conveys it.

The technique used by the teacher is the memorizing technique. The memorizing technique was less effective because the students will forget. Often students who have trouble remembering rules, especially when written, can do enough when writing a single sentence. However, when asked to write paragraphs or long text stories, their performance deteriorates.

In other words, the students' problems are they are lack vocabulary because they are lazy to open the dictionary and they also cannot remember the vocabulary well with memorizing technique.

In this era, students believe that learning using media can improve vocabulary for young people. A pyramid chart can be used to teach vocabulary as media for young learners. They can catch up on some words when they apply pyramid charts. Pyramid charts will be good for young people because they will interest to learn English. But the teacher has to pay attention to the material, they have to provide the material relate to education.

One teaching strategies to improve student's vocabulary in the integrated classroom is an activity involving the student in an active situation. Student's knowledge and understanding are reinforced in special classrooms when the teacher involves students in active learning. Therefore, the teacher needs to use the media to make the situation to be active. The teacher has to improve students' vocabulary in active learning by suitable media such as a pyramid chart. Pyramid charts are a good way to visualize foundation-based relationships. They appear in

the shape of a triangle divided into horizontal sections labeled by hierarchy. Each section has a different size.

To improve students' vocabulary teachers need to provide the best way to teach English, such as use pyramid charts. Pyramid charts can help the students to improve the student's vocabulary. With follow the teacher instruction to apply the pyramid chart and they have to write down the vocabulary and the meaning.

The last previous research the title is “ The effect of story pyramid strategy toward students writing narrative text “. ⁶As a result of this research is the writer believes that using a story pyramid can improve the students writing skills. will solve the problems in teaching writing. By using the story pyramid strategy, the writers hope that students can improve their writing skills.

Media can facilitate the English learning process in this era. To make the classroom activities and comfort the teacher have to provide the best way for learners. Based on the explanation above the pyramid chart is one of the strategies for the teacher to teach vocabulary. The conclusion is the writer interested in discussing this case under the title “ The Influence of the Pyramid discussion towards the students writing ability at SMA Darul Hikmah Mataram, NTB in the academic year 2014/2016”. ⁷

In previous research “The Effectiveness of Story Pyramid Strategy to Teach Reading at Tenth Grade of SMK Negeri 2 Sragen in Academic Year 2018/2019”

⁶Zahra Siti Fatimah, “*the effect of story pyramid strategy toward students’ writing narrative text*” university syarifhidayatullah of Jakarta: Jakarta 2018) P12

⁷Nullah Nazhan, The Influence of the Pyramid discussion towards the students writing ability at SMA Darul Hikmah Mataram, NTB in the academic year 2014/2016” P12

⁸the result of this research is The teacher can use story pyramid strategy to make the class more interesting for the students get the point in the text. Based on the theory above, the researcher assumes that by using a story pyramid when reading a text, it can give the important information in the story like the main character, the setting, and the major events in the text, and also help the students answer the questions about the text more easily.

B. Identification of the Problem

Based on the background of the problem, the researcher identifies the problems of learning English is

1. Students lack vocabulary
2. Students lazy to learn because they do not interest to learn.
3. Memorizing technique is not suitable for students in seventh-grade of Junior High School 12 Bandar Lampung.

C. Limitation of the Problem

In junior high school, there are many interesting aspects of the word. The research object is limited to using English pyramid charts media in teaching vocabulary. The researcher focused on noun and adjective. The researcher limited on the theme of animals, food, and thing based on appendix 3 and 4.

D. Formulation of the Problem

Is there any influence of using pyramid charts toward students' vocabulary discussion at the seventh grade of junior high school 12 Bandar Lampung?

⁸ Nullah Nazhan, The Influence of the Pyramid discussion towards the students writing ability at SMA Darul Hikmah Mataram, NTB in the academic year 2014/2016” P12

E. The Purpose of the Research

Based on the previous explanation, The purpose of this research is to know whether there is an influence of using pyramid charts toward students vocabulary discussion at the seventh grade of Junior high school 12 Bandar Lampung.

F. Scope of The Research

1. Subject of Research

The subject of the research was students in the first semester of the first grade of SMP N 12 Bandar Lampung in the academic year 2020/2021s.

2. Object of Research

The objects of research are the Pyramid chart and students' vocabulary mastery.

3. Place of Research

The research was conducted at SMP N 12 Bandar Lampung.

4. Time Of Research

The research was conducted in second semester in the Academic year 2020/2021.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Vocabulary

There are many definitions of vocabulary, according to Graves in Taylor defines vocabulary as the entire stock of words belonging to a branch of knowledge by an individual.⁹ Vocabulary is a vital part of the language, we cannot speaking, listening, reading, and writing if we do not know about vocabulary. Vocabulary is an important aspect of teaching language.

Vocabulary is a vital part of the language, Cameron in Mofareh Alqahtani, stated that Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language.¹⁰ The role of vocabulary makes the language can be perfect because vocabulary one of the knowledge areas in language.

According to Alemi and Tayebi in Kittiya Phisutthangkoon, vocabulary can be defined as the words of a language involving a single item and phrases or chunks of several words that provide a particular meaning.¹¹ Anything we want to learn about the language the first step is we have to learn about vocabulary.

It can be concluded that the vocabulary is the stock of words in the language which provide the meaning. Vocabulary has a great role for learners in

⁹ Joseph Mukoroli, *effectiveness vocabulary teaching strategies for the English for academic purposes ESL classroom* (Vermont: SIT Graduate Institute 2011) P. 6

¹⁰ Mofareh Alqahtani, *The importance of vocabulary in language learning and how to be taught* (Saudi Arabia: King Khaled Academy 2015) p. 22

¹¹ Kittiya phisutthangkoon, *the effectiveness of English song activities on vocabulary learning and retention* (Rajamangala University of Technology Srivijaya: Bangkok 2016) p. 4

acquiring a language. Vocabulary is an important element of language we cannot speaking, listening, writing, and reading.

B. Concept of Vocabulary Mastery

Vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to. It is supported by Thornbury, he states that without grammar very little thing can be conveyed, without vocabulary nothing can be conveyed.¹² It can be concluded that vocabulary has a big contribution to supporting the success of learning English and it is a crucial component because it provides learners how well they speak, listen, read, and write.

Vocabulary should be mastered in language learning especially in teaching and learning English as a foreign language, vocabulary can be presenting or explaining in all kind of activities. Vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to.¹³ It is supported by Thornbury, he states that without grammar very little thing can be conveyed, without vocabulary nothing can be conveyed.¹⁴ It can be concluded that vocabulary has a big contribution to supporting the success of learning English and it is a crucial component because it provides learners how well they speak, listen, read, and write.

¹²Scott Thornbury, *How to Teach Vocabulary* (Edinburgh: Pearson Education Limited Edinburgh Gate, 2002),pp.144-160

¹³Jack C. Richards, *Curriculum Development in Language Teaching* (New York: Cambridge University Press, 2001), p.4

¹⁴Scott Thornbury, *How to Teach Vocabulary* (Edinburgh: Pearson Education Limited Edinburgh Gate, 2002),pp.144-160

Vocabulary should be mastered in language learning especially in teaching and learning English as a foreign language, vocabulary can be presenting or explaining in all kind of activities. According to Harmer, there are some aspects of vocabulary that should be taught or mastered by the students in learning a foreign language, they are as follows:¹⁵

1. Word Meaning

The least problematic issues of vocabulary, it would seem, is meaning. According to Harmer word meanings include Polysemy, antonym, synonym, hyponyms, and connotation.

2. Word Use

Word does not just have different meanings, however. They can also be stretched and twisted to fit the different contexts and different use. We say that someone is in a black mood or someone is yellow, yet we are not describing a color. In such context black and yellow mean something else. It is frequently stretch throw the set our metaphorical an idiom use. For example: "You are an apple in my eyes" this idiom expression shows that it began to praise someone.

3. Word Combination

Although the word can appear as a single item that is combined in a sentence. (The mongoose bit the snake), they can also occur in two or more item groups (The normally lightning-quick reactions of the reptile let it down). They often combine in ways that competent speakers of the language recognize instantly, but which others often find strange. The kinds of the word that go

¹⁵ Jeremy Harmer, *The Practice of English Language Teaching*, (London: Cambridge 1998), p. 18

together in one language are often completely different from the kind of word which live together in another.

4. Word Grammar

The last is about word grammar which is employed by distinguishing the use of words based on the use of certain grammatical patterns such as noun, verb, adjective, adverb, etc, we make a distinction between countable and uncountable nouns. The former can be both singular and plural. We can say one chair or two chairs, etc.

From those statements, it can be concluded there are some aspects of vocabulary: they are word meaning, word use, word combination, and word grammar. In this research, the researcher focused on the word meaning and word use because the eleventh grade still difficult to understand the meaning and the word use based on the junior high school syllabus.

C. Aspect of Vocabulary

There are types of vocabulary, that are explained by the experts. One of the explanations is explained by Thornbury. He explained that there are at least four types of vocabulary.¹⁶

1. Adverb

There are some definitions of the adverb. Frank states that adverbs are words that describe or modify verbs, adjectives, and other adverbs.¹⁷ It means that adverbs can be used to describe or modify verbs, adjectives, and other adverbs. The other word Adeverb are words or phrases that change or qualify adjectives,

¹⁶ Scott Thornbury, *How to Teach Vocabulary*, (London: Longman, 2002), p. 4.

¹⁷ Marcella Frank, *Modern English a Practical Reference Guide*, (New York: New York University, 1972), p. 141.

verbs, or other adverbs or phrases that indicate the relationship between place, time, circumstances, type, cause, level, etc.

Examples: now, tomorrow, maybe, and others.

2. Adjective

There are some definitions of adjective that proposed by the experts. Frank states that an adjective is a modifier that has the grammatical property of comparison.¹⁸ It is often identified by special derivational endings or by special adverbial modifiers that precede it. It most usual positions as well. While Shah and Enong state that an adjective is a word that uses to expand and narrow the meaning of the noun.¹⁵ It means that an adjective is a word that describes a noun. For example beautiful, good, small, and others. From the statements before, it can be concluded that adjectives are a word that describes the noun and has the grammatical property of comparison. For example beautiful, good, small and others.

3. Noun

Some definitions about noun proposed by the expert. Frank states that the noun is one of the most important parts of speech.¹⁹ It's arrangement with the verb helps to form the sentence core which is essential to every complete sentence. While Sjah and Enong state that a noun is a word used to name people, place, plant, object, animal, quality, and abstract concepts. It means that noun is related to the name of something like a place, plant, people, and others. For example, John, student, house, chair, rose, cat, honesty, and others. From the statements

¹⁸ Marcella Frank, *Op. Cit*, p. 109.

¹⁹ Djalinus Sjah, and Azimar Enong, *Op. Cit*, p. 27.

before, can conclude that noun is one of the most important parts of speech that can use to name people, place, plant, object, animal, quality and abstract concepts

4. Verb

There are some definitions of the verb proposed by the expert. Frank states that the verb is the most complex part of speech.²⁰ Its varying arrangements with nouns determine the different kinds of sentences, statements, questions, commands, exclamations, like the noun, the verb has the grammatical properties of person and number, properties which require agreement with the subject. While Sjah and Enong state that a verb is a word that is showing the measured and condition of a thing.¹⁹ It means that verb can use to show the measure and condition of a thing. For example: write, read, listen, and others. From the statements before it can be concluded that a verb is a word that the most complex part of speech and show the measure and condition of a thing. The verb has the grammatical properties of person and number, properties that require agreement with the subject.

5. Pronouns

Pronouns make up a small class of words of very high frequency. The traditional definition of a pronoun as “ a word that takes the place of a noun” applies to some types of pronouns but not to others.²¹ Those pronouns that are actual substitutes may refer not only to a preceding noun- its antecedent- but to a larger part of a discourse that precedes. Those pronouns that are not substitutes may simply have an indefinite reference or express indefinite quantity.

²⁰ Marcella Frank, *Op. Cit.*, p. 47.

²¹ Marcella Frank, *Op. Cit.*, p. 18

6. Preposition

The preposition is classified as part of speech in traditional grammar.²² However, prepositions, as well as conjunctions, differ from other parts of speech in that (1) Each is composed of a small class of words that have no formal characteristic endings (2) Each signals syntactic structures that function as one of the other parts of speech. Prepositions range in meaning from such definite semantic notions as time, place, etc., to such purely structural meanings as those shaped by the subject-verb-complement relationship.

7. Conjunctions

The coordinate conjunction joins structural units that are equal grammatically. It means that the term compound means consisting of two independent elements that have been joined together to form a larger unit. This term is a source of difficulty in grammar because it is applied not only to separate grammatical items joined by coordinate conjunction (men and women) but to word-groups combined into a single vocabulary unit. In addition, the term compound sometimes also refers to phrasal prepositions, phrasal conjunctions, or verb phrases.

8. Determiner (Articles)

The two articles are *the* and *a*. *They* may be used with a singular or a plural noun; *a* is generally used as a singular countable noun.²³ Each of the articles changes a word beginning with a vowel sound. The chief structural function of articles is as determiners that precede nouns. *The* signals a particular person or

²² *Ibid*, p. 162

thing that has been singled out from others: the student sitting next to you. A signal an unspecified one of others: a student sitting in the front row. From the explanation above can be concluded they are many kinds of vocabulary that should be mastered by the learner including, adverb, adjective, noun, verb, pronouns, preposition, conjunction, and determiner (articles). All the types of vocabulary need to be known and learned for the success of mastering.

D. Concept of Pyramid Chart

a. Definition of Pyramid Chart

A pyramid chart has the form of a triangle with lines dividing it into sections. A related topic or idea is placed in each section. Because of the triangular shape, each section is a different width from the others; this width indicates a level of hierarchy among the topics.²³ For example, the widest section may contain a general topic and the narrowest section may contain a much more specific topic from within that general topic. However, the width is not visually representative of the quantity beyond larger or smaller.

A pyramid chart in the shape of a triangle or pyramid. These charts are best used when your data is organized in some kind of hierarchical way. The levels indicate some kind of progressive order.²⁴

pyramid chart organized information by establishing a hierarchy. information is sorted and placed into categories which become more specific at

²³ Monica Sevilla, Op. cit.

²⁴ Census Bureau, *DCPatterns of Metropolitan and Micropolitan Population Change* (Washington: US 2016)

the of of pyramid. pyramid charts are heavily used to illustrate processes about science and social studies.²⁵

It can be concluded pyramid chart is a term we use to describe particular material and it is a good medium for teaching vocabulary. Pyramid charts make the students easy to understand in the learning process, and can improve the students' motivation to learning new vocabulary. The researcher used a pyramid chart to teach vocabulary.

b. The procedure of Pyramid Chart

pyramid chart has the form of a triangle with lines dividing it into sections. A related topic or idea is placed in each section. Because of the triangular shape, each section is a different width from the others; this width indicates a level of hierarchy among the topics.²⁶ Based on the statement above, the researcher use game to teach vocabulary mastery, Preszler, J, said that list the procedure of the pyramid chart:

1. Divide a triangular template into six sections. Assign points to each section.
2. Identify pairs of students and select one student in each pair to begin as the clue giver. Explain that the clue giver is the only one able to see the pyramid template with the categories listed.
3. Cover categories at the beginning of the game. Uncover categories, one at a time, as they are guessed.

²⁵ Monica Sevilla, *Teaching ELL learners in the 21th century classroom* (United State : 2014) P69

²⁶ Monica Sevilla, Op. cit.

4. Explain that as the clue giver gives clues associated with the category listed on the pyramid, the guesser attempts to correctly identify the category. When the guesser is correct, the clue-giver moves on to another section of the triangle and repeats the procedure. A time frame of 30 seconds is given to guess each category.
5. Award the guesser the number of points labeled on each section. Award bonus points if all categories are correctly identified. Switch clue giver and guesser roles for each round played.²⁷

For the procedure above it can be concluded that the researcher used that procedure and mix with the researcher's procedure because the researcher faced a problem that has to online research. It used zoom meetings for the treatment. And the procedure is

1. The researcher open the class in the zoom meeting.
2. Divide a triangular template into six sections. Assign points to each section.
3. The teacher show some picture and the students have to put on the pyramid chart.
4. Explain by the teacher and the clue gave by the teacher, only one able to see the pyramid template with the categories listed.
5. Explain that as the clue giver gives clues associated with the category listed on the pyramid, the guesser attempts to correctly identify the category. When the guesser is correct, the clue-giver moves on to another

²⁷ Prezler j, Op. Cit. 2006, p18

section of the triangle and repeats the procedure. A time frame of 30 seconds is given to guess each category.

6. Award the guesser the number of points labeled on each section. Award bonus points if all categories are correctly identified. Switch clue giver and guesser roles for each round played²⁸

E. Advantages and Disadvantages of pyramid chart

The advantages of using a word pyramid chart are:

1. Students are motivated to think actively
2. Teaching by using game makes the students increasing learning English unconsciously
3. The teaching-learning process becomes more interesting and enjoyable
4. Allow the students to express their skills
5. Know how far the students' mastery of vocabulary had been taught²⁹

The disadvantages of using a word pyramid chart are:

1. The teacher will be difficult to control the class
2. The class will be crowded

F. Frame of Thinking

Vocabulary is a basic communication to say something also to make connections to other words to become a sentence. Snow, Griffin, & Burns state that students' vocabulary knowledge is a building process that occurs over time as

²⁸ Prezler j, Op. Cit. 2006, p18

²⁹ Op cit, p: 10

they make connections to other words, learn examples and non-examples of the word and related words and use the word accurately within the context of the sentence. In teaching vocabulary teacher should give chance to the students to be active and the teacher must be increased and made the students fun and natural when learned vocabulary because vocabulary is not easy for students to remember. The technique of teaching is one factor that determined the success in the teaching and learning process.

6. The Hypotheses

the researcher formulates the hypotheses as follows:

Ha: There is the influence of using Pyramid Chart toward students' vocabulary discussion at the seventh grade of SMPN 12 Bandar Lampung at Second Semester in the academic year of 2020/2021.

Ho: There is no influence of using Pyramid Chart toward students' vocabulary discussion at the seventh grade of SMPN 12 Bandar Lampung at Second Semester in the academic year of 2020/2021.

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