



**INVESTIGATING AN ENGLISH TEACHER'S STRATEGIES TO TEACH
VOCABULARY THROUGH A VISUAL MEMORY MEDIA IN A THAI
JUNIOR HIGH SCHOOL**

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THE LANGUAGE AND ARTS EDUCATION DEPARTMENT
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JEMBER UNIVERSITY**

2022



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THESIS

Composed to Fulfill One of the Requirements to Obtain the S1 Degree at the
English Education Study Program, Language and Arts Education Department,
Faculty of Teacher Training and Education,
Jember University

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DEDICATION

This thesis is honorably dedicated to:

1. My dearest parents: Yulkiflee and Ni'yah, thank you for everlasting love and support.
2. My beloved lecturers thank you for guidance and precious knowledge that have given.
3. My cherished HMPI organization
4. All my friends.

MOTTO

“They plan, and Allah plans. Surely, Allah is the Best of planners.”

[Quran, 8:30]

STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author. Therefore, all materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of approved thesis title; this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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CONSULTANT APPROVAL

INVESTIGATING AN ENGLISH TEACHER'S STRATEGIES TO TEACH VOCABULARY THROUGH A VISUAL MEMORY MEDIA IN A THAI JUNIOR HIGH SCHOOL

THESIS

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SUMMARY

Investigating an English teacher's strategies to teach vocabulary through a visual memory media in a junior high school; Salwanee Waehama; 17021040119, 2022; 43 pages; English Education Study Program, Languages and Arts Departments, Faculty of Teacher Trainings and Education, Jember University.

Vocabulary is one of the tools and the first step in learning another skill. Wilkins (1772) reveals that students will be able to use the English language effectively if they have sufficient knowledge of grammar and vocabulary. Currently, it can be seen that most Thai students do not really focus on learning the English language and have a limited vocabulary. Thus, it made the students get bored and so difficult to learn. Thus, learning vocabulary is important to process or improve another skill. Campillo (2007) points out that vocabulary is clearly a very important element of a language since most of the meaning is very meaningful.

Thus, the English teachers play an important role in motivating the student to pursue English as a subject. By using a visual as a medium for learning, the teacher's strategies and methods of teaching should be effective, and there should be good performance in the classroom. The purpose of this research was to explore how English teachers can develop or improve their use of media in teaching. I conducted this research at Pattana Islam School by observation and interview. This research used a qualitative research design to comprehend the phenomenon based on how the participants in the research perceived it. Additionally, I collected data from an interview with the teachers after learning from observation in the classroom during instruction. In the interview, there are six questions.

I analyzed the data using thematic analysis from Braun and Clark (2006). The analysis from Braun and Clark (2006) offers a way into qualitative research that teaches the mechanics of identifying analysis and reporting patterns or themes in qualitative data by collection by observation and interview.

CHAPTER I

INTRODUCTION

This chapter presents the introduction to this research, which consists of the research background, research questions, research objectives, and research contributions.

1.1 Research Background

Learning English can be challenging for Thai students because the teachers mainly teach by means of memorization. Wilkins (1772) reveals that students will be able to use English language effectively if learners have sufficient knowledge of grammar and vocabulary. Meanwhile, Rubin and Thompson (1994) stated that students cannot speak, understand, read, or write a language without knowing a lot of words, so students who lack vocabulary knowledge will be incapable of meaningful communication.

Most Thai students do not have a sufficient number of English vocabularies. Vocabulary is a key in learning the English language there are four skills: Listening, Speaking, Reading and Writing. Learning Vocabulary is the first step or first principle in studying, and thus, vocabulary is a part of the skills in learning language and it is a very significant language component in learning a second language or a foreign language. Without sufficient mastery of vocabulary, students may not be able to learn other skills and to make meanings with words. Campillo (2007) points out that “vocabulary is clearly a very important element in one language, since most of the meanings are very meaningful”. Therefore, teachers need to help their students improve their vocabularies.

The important things in the teaching of vocabulary are the process and the strategies in teaching it. One of the strategies to teach vocabulary is through a visual memory media. Bruner (1966) stated that learning and teaching should start from the opportunity to real opportunity such as picture, television and connect to symbols such as words, language. Moreover, strategies in teaching vocabulary through a visual memory of the teacher can help the students understand the word and the meaning from the text and that is a way to succeed in learning a second language. Learning vocabulary is one of the problems in learning the English language because there are a lot of students do not have more vocabulary in learning, and using vocabulary in daily life that makes students uninterested and it is difficult to improve another skill in learning English. Thus, vocabulary is important in learning the English language for use in the global world. Hiebert (2005:3) stated that vocabulary is the knowledge of the meaning of words. Thus,

learning vocabulary also helps student to know more vocabulary each part and understand the meaning of words in each sentence.

However, using these strategies is one of the essential guidelines to learn English vocabulary is important to use by the teachers, to facilitate the students' interest in learning. There are many strategies that teachers can use to teach vocabulary. This research focused on using a visual memory media to teach English vocabulary as a strategy in teaching. This strategy is necessary for the English teacher in teaching and memorizing vocabulary using a visual in one of the activities to attract students in learning vocabulary.

The context in which I will conduct this is a Thai junior high school. In this particular school, the teacher has used a visual memory media to teach vocabulary to their students. For this reason, the researcher aims to explore the Thai teacher's strategies to teach vocabulary by using visual memory strategies including what strategies teachers use and how she or he implements the strategies in the classroom.

1.2 Research Questions

Based on the background of the research above, the research questions are formulated as follows:

- a. What strategies does the teacher use when teaching his/her students by using visual memory media?
- b. How does the teacher implement the strategies?
- c. How do the students react when the teacher uses the strategy?

1.3 Objective of research

Based on the research questions above, the research objectives are to investigate what strategies are implemented by an English teacher to teach vocabulary through a visual memory media in a Thai junior high school and how the teacher implements the visual memory media strategies in their vocabulary classes and the last objective investigate how the students react when the teachers use the strategies.

1.4 Research Contribution

This research is expected to give two contributions. They are empirical and practical contributions.

1.4.1 Empirical contribution

For the researcher, the results of this research can give the researcher new experience in conducting research dealing with teacher's strategies in the teaching of vocabulary through a visual Memory media and can be a reference for other researchers to conduct further research regarding teachers' strategies to teach vocabulary.

1.4.2 Practical contribution

For the English teacher, the results of this research can be used as the information teaching English vocabulary by using a visual Memory media.

CHAPTER II

RELATED LITERATURE REVIEW

This literature review discusses the results of my review on the literature about vocabulary and the strategies in the teaching vocabulary.

2.1 Vocabulary

2.1.1 Definition of vocabulary

Vocabulary refers to understanding each of the words with communication effectively. However, vocabulary is also fundamental to learning the second language and that is the first skill the students should know and understand. Vocabulary is the necessary component in learning all of the four language skills: Listening, Speaking, Writing, and Reading. Thus, learning English vocabulary is important to learn a second or foreign language. Campillo (2007) pointed out that vocabulary is a very important element in one language since most of the meanings are very meaningful.

According to Rubin and Thompson (1994), students cannot speak, understand, read, or write a language without knowing vocabulary and the students also cannot know. It means that vocabulary is central to learning the English language because without some vocabulary, students cannot understand others.

Uberman (1998) also found that vocabulary learning is very important to language learning. Learning vocabulary is the first elementary and also the first time for a difficult time of learning the word and decode the words of the understanding and to know multiple contextual meaning, spelling, and pronunciation.

Finally, vocabulary knowledge is significant to all four language skills. Learners can use a language effectively if they have sufficient vocabulary. In order to succeed in learning English vocabulary and to master vocabulary. According to Hornby (2000: 1331), vocabulary is a list of words in a language. And then, vocabulary is one of the most fundamental and important aspects of a language. Therefore, it is interesting and exciting to investigate the vocabulary learning strategies used by proficient students because such strategies can be taught or presented to other students.

2.1.2 The importance of vocabulary

Vocabulary is a group of sounds; a group of speech sounds encountered both in spoken and written language. Vocabulary is an important element of every language because it is what humans use to convey feelings, thoughts, needs, or knowledge in the use of language for communication. Having a person's knowledge and ability to use vocabulary is a key factor in how effectively that person can communicate. Vocabulary is so important that everyone is always learning and increasing to succeed in communicating with different situations.

Burns & Lowe (1966: 48) argue that Vocabulary is essential in learning English as a foreign language if the learner has insufficient knowledge of the words with the new language. Learners will have problems conveying their meaning and needs in foreign languages, and unable to understand what was listening can be read in a foreign language effectively this makes it unsuccessful in communication As a result, vocabulary is essential in learning a second or new language, particularly in the skills of speaking, listening, reading, and writing, which must be mastered before mastering Skill. (Stewich. 1972: 2) said that learning vocabulary is learning a new language. Then it is considered an important matter.

To sum up, vocabulary is necessary for all four skills in learning a language. Anyway, knowing sufficient vocabulary is able to improve the students in learning 4 skills and be able to easily recognize the words or meaning in English and they are effective against Listening, speaking, reading and writing, and can develop potential for learning a second language. Consequently, in learning, the ability to comprehend skill and super-wealthy vocabulary that expresses the suggestion and thought. Simultaneously, that is capable of receiving and processing skills and information effectively and efficiently.

2.1.3 Types of vocabulary

In teaching vocabulary teachers should be recognized at the level of the learners in learning. Focusing on the type of vocabulary is important in learning about listening, speaking, reading and writing. According to Isara Sarangam, (1986)/ อิศรา สารังคม ๑ 2529 the role of the teacher must help learners learn the vocabulary to be used correctly and appropriately in a variety of situations particular pronunciation and spelling the words used to of vocabulary in listening, speaking, reading and writing correctly. In addition, vocabulary is able to separate the type of vocabulary appropriate to use.

Pikulski and Templeton (2004:2) stated that vocabulary is divided into several types as in the following scheme:



Figure: 1 Type of vocabulary

The pattern shows that the vocabulary is divided into four types; Oral vocabulary, Expressive vocabulary, written vocabulary, and Receptive vocabulary.

1. Oral vocabulary means the vocabulary which is used in spoken speech. The deportation is used in speaking, in producing the sound, and hearing a sound from the speaker.
2. Expressive vocabulary refers to the words that we use to express our thoughts or ideas.
3. Written vocabulary is the type to represent ourselves to use vocabulary, through the word and sentence in writing. But in writing vocabulary they are affected by how to spell.
4. Receptive vocabularies refer to all the words you understand in reading and listening. On the other hand, the process that you are receptive to the information falls under the vocabulary.

(Nantiya Sangsin, 1984)/ (นนทิยา แสงสิน. 2529) said that vocabulary is categorized according to the occasions used or found in each language skill. It can be divided into 4 types as follows:

1. Vocabulary for listening is a very common vocabulary for young children. Because he had never learned a language before, it's a fairly simple vocabulary. And learning comes from listening first.

2. Vocabulary for speaking is the vocabulary used in spoken language. There are three types of speaking vocabulary: those used at home or between friends. Vocabulary used in study or work and vocabulary used in Government contact or use in daily life.

3. Vocabulary for reading is the vocabulary used in reading and it is very problematic for children learning a language to know the meaning to interpret the content.

4. Writing vocabulary is the vocabulary used in writing which is considered a high and difficult skill. It is the vocabulary that students must be taught that is correct and formal.

Besides, vocabulary is divided into several categories based on usage and occasion as mentioned above. It has a very important effect on how much teaching and learning is, that is, for the role of the teacher. The tutor must help the learner learn the necessary vocabulary for use in various occasions and situations correctly and appropriately. By helping learners learn the vocabulary for listening, speaking, reading, and writing correctly. Anyways, (Issara Sarangam, 1986)/ อิศรา สว่างตา2529) also said that it is necessary to know about the type of vocabulary in learning the language.

2.1.4 The Definition of teaching Strategy

Teaching strategies are methods of instructing students on how to assist them learn more effectively. Technique in teaching is a method for improving retention in teaching, and then strategies in teaching include method and technique in teaching. (Stone and Morris, in Isaac, 2010) said that, A teaching strategy is a broad plan for a lesson that includes structure, instructional objectives, and an outline of planned tactics that will be used to put the strategies into action.

2.1.5 The strategies to teaching vocabulary

There are various strategies in learning to achieve success in teaching-learning, such as mnemonic tactics, intellectual strategy, social strategy, and so on. In this case a vocabulary learning and teaching strategy is a tool that those learning a second language, or in this case, learning English vocabulary, can use more effectively. Vocabulary is an important component for expressing feelings, thoughts, and needs. Furthermore, vocabulary is extremely beneficial in the development of listening, speaking, reading, and writing skills. If students do not know about vocabulary or have a lack of vocabulary, the students will not master in vocabulary and will have difficulty communicating and influencing skill.

Another component of effective vocabulary instruction would be the use of context (Pressley 2006).

However, in teaching vocabulary there are different ways to teach in Vocabulary strategies. Therefore, Gairns and Redman (1990) and Grave & Ryder, 1998; stated that several vocabulary learning strategies, which are as follow:

1. Asking others. In learning vocabulary, not all of the students know vocabulary and meaning of words. When the students do not know a word or the meaning in English, they can ask the teacher or their friends for it.

2. Using a dictionary. Students can find the correct meaning of unknown words or find new words. Therefore, I use a dictionary as classmates or teachers to check the correctness of words and the meaning in many cases. Furthermore, according to (Grains& Redman, 1990; Grave & Ryder, 1998) Phonemic transcription and word stress are provided by dictionaries.

3. Contextual guesswork. Students can guess some word or meaning by using the context in which it appears. The items grammar and knowledge of prefixes/suffixes are also used as clues to meaning (Gairns & Redman, 1990; Grave & Ryder, 1998)

4. Learning and using word parts. According to (Ryder &Graves, 1998) many reading materials contain a high percentage of attached words; as a result, students can learn the words by analyzing their structure. It means knowing word parts- prefixes, suffixes, and roots- are useful for the students to learn a lot of vocabulary.

In addition, Schmitt (1997) provided vocabulary learning strategies there are two major classes:

a. Vocabulary Discovery Strategies.

Teaching by using strategies there are many useful to use it and also help students to know much new word and meaning who unknowns.it can students effectively in using vocabulary to creates a new sentence or able to communicate.

b. Vocabulary consolidating Strategies.

Then, strategies that help the students easily remember a word by using appropriate strategies to teach. Therefore, using strategies is one way to interest the students in learning English vocabulary.

In summary, the strategy used in teaching vocabulary a lot of teachers create the strategies appropriate with the level of students and then it is a useful technique for

learning vocabulary. Students can use these methods to assist them understand and remember the meaning of words.

2.2 A visual memory media

A visual memory media has been one of the tools that will help as well as attract students who are interested in learning a second language rather than, in this case, learning vocabulary. And then visual memory is the ability to remember information from the activities, pictures, or words that have been viewed in the past. In learning the language students can do anything to remember with vocabulary to use in speaking, reading, writing, and listening. Therefore, their brain would be to practice to do many things achieved in learning the language. Andrew (1980:2) states that in applying pictures, teachers should consider the five criteria, and they are; Easy to prepare, Easy to organize, Interesting, Meaningful and authentic, sufficient amount. According to Lauralee Sherwood (2015.pp. 157–162), memory is the process by which the brain accumulates experiences gained through direct and indirect learning and able to transmit in the form of memory or recall. Wickelgren (1977: p.6) stated about memory: The term „memory“ has many uses in combination. Idiom memory often refers to consciousness. Remembering previous experiences but psychologists use this term more broadly to refer to the variety of changes in the nervous system that is resulted from experiences and may affect behavior. In fact, the memory media is to assist the student to recall the material effectively and for a long time in learning or daily life and more effectively to remember the vocabulary. Moreover, it will be easy to teach the students mnemonics in learning vocabulary. However, Azhar (199:15) state that media is one of the tool and component in instructional system is to help the students will be successful in teaching learning process because the students there are the different type of sensing Thus, visual types, the students who find it easy to learn and memory some word to use in daily life or in works and actively learning in language. It can be seen, most of the textbooks in English or the subject are very boring for the students that are using the picture to teach and attract

The students to learn the main subject considering this, it shows us that pictures play an important role to aid the students in learning about the picture. And it is able to inspire students“ motivation in accepting the teaching.

2.2.1 Using a visual memory media in teaching vocabulary

Using a visual memory is the fundamental practice level in learning the English language. And using visuals and pictures enables teachers to make the material or lesson effective and then, attracting students to something in the real things. Felder and Silverman (1988) discussed teaching techniques to solve all learning styles by the use of visual input, stating that pictures, schematics, graphs,

and simple hand-drawings would be liberally presented before, during, then after the content was verbally delivered. A visual memory media is the ability to remember the information through a picture or word. Therefore, the visual memory media is one of the basic components of learning. And then that is a tool to help the student easily memorize vocabulary. Thus, using a visual memory media has been able to use several departments such as visual in working memory or a visual in learning memory. Therefore, a visual memory is also the characteristic of recognizing the visual that is to assist the students to recognize the characteristic of an object or form and also the most powerful way to do it. Naturally, language teachers tend to be driven to increase and improve vocabulary knowledge among their students. However, a motivated language learner ought also to be continuously trying to find an effective way to increase their vocabulary knowledge. Using the Show and Tell (S&T) method the images and pictures are relative to stimulate the ability of responsibility, independence. And the ability to be well received by the students through media stories with pictures or photographs.

Berger (1972; cited in Rose, 2016, p. 3) states, "Seeing comes before words". He describes the children who are born normally, that means the children see before he or she speaks out (know and understand the words).

Felder and Silverman (1988) state that teaching techniques that address the whole learning style are about using image inputs before, during, and after the content. Be delivered freely verbally, pictures, diagrams, graphs, and simple sketches will be presented individually.

A visual is one of the techniques in teaching vocabulary. It helps the students to remember the word in learning vocabulary through pictorial input. However, using a visual could motivate the students to learn and the teacher could be adapting visuals for use as material in teaching.

2.2.2 Type of Visual Media

There are some media to help students learn vocabulary effectively in learning are hearing, seeing, and speaking. So, the teaching media which is used as the helper in learning English but sometimes a teacher and media have a relation with each other. And in here it can be described about the visual there are;

2.2.2.1 Visual Media

1. Picture

Pictures are one of the media and are easily found almost everywhere such as found in books, walls, magazines and so on. Moreover, pictures such as information to students about English language such as the part of vocabulary class are more interesting. According to Smaldino, Russell, Heinich and Molenda (2005:142), "Pictures are representations of people, places, and objects in the form of photographs. Books, magazines, newspapers, catalogs, and calendars all have pictures".

2. Blackboard or Whiteboard

Abimbade and Salawu (2013:18) certify that the board may be used to display drawings, diagrams, and written language. Moreover, blackboard or whiteboard is basically for instruction and most of the classroom has. And it is important to use it as a visual medium to do something such as writing, drawing and so on. Moreover, Blackboard or whiteboard is the focus point for the students. It can be used effectively in the teaching learning process in the class.

3. Flash Card

Flashcards are a variety of teaching material that can assist children to develop their memory skills from a young age. The use of memory and listening abilities by children is emphasized. The majority of them contain text or images. Arsyad (2009:119) stated that a flash card is a basic media that employs a little card holding images, phrases, or symbols to remind students of important information or to connect them to something connected to the image. Flash cards can be used in English classes to inspire and stimulate students to explore themes orally or in writing.

4. Power Point

According to Stephen, (2006:2) power point is the one of the programs that makes it easier for anyone to design their own presentations. PowerPoint can create

slides with a variety of information, including films, audio, drawing, graphs, texts, clipart, and charts.

Based on the statement above, Furthermore, PowerPoint can help teachers present their learning materials to students. For example, they can use the power point as the media to show it to the students and they can use the picture and words to teach vocabulary to the students. It can make it easy for the teacher to prepare their own material.

5. Real Things

When students are shown or touched an object related with a word, they are more likely to understand and remember its meaning. As a result, a real item is a genuine object such as coins, tools, plants, animals, or a collection of artifacts that teachers can bring into the classroom to more clearly, meaningfully, and effectively explain the meaning of the instructional content (Abimbade and Salawu, 2013:07).

From the explanation above, it can be concluded that the real things make the instructional process more interesting, attract attention, more meaningful, unforgettable and clear. Using the real things as a media makes it easy and available for the teacher to teach in the classroom.

As the preceding discussion about using a visual memory media in teaching vocabulary, in learning vocabulary using a visual memory media it is important to reinforce the student's retention of vocabulary. However, those of the method as mechanical methods may be little help for vocabulary learning.

Otherwise, learning vocabulary using a visual memory media is the one of the traditional methods usually applied by most teachers. However, a visual is one of the techniques in learning meanwhile using a visual in learning or teaching there are many different ways to teaching by using a visual memory media such as using flashcard, using picture, real picture etc. thus, each way there are different method in using but based on adapting by the teachers in use. In addition, some ways to help the students above can see the difference to using each way and it can adopt another skill except for words. Thus, it can be seen that the teacher can be adapting visuals for use as material in teaching. And then, pictures stimulated for the students to learn and receive the students through media stories with pictures. Thus, picture or visual it is similar to using visuals by creating flashcards for the students to make the flashcard and to print glued pictures on the card and writing. However, said that Show and Tell (S&T) are consistent and similar. In addition, the memory in learning vocabulary can be categorized by using flashcards or visuals to make the students easy to memorize. The quotation by Berger (1972; cited in Rose, 2016, p. 3) "Seeing

comes before words” He describes that the children who are born normally, that means the children see before he or she speaks out (know and understand the words). That concerned with the number four above it said using body language and the students to draw it. That is demonstrated by the relevant sensory to connect what they are seeing and then draw or write something what he or she sees. Thus, it appears using body language is necessary in teaching perhaps, to make the students interested in learning. This is the technique in teaching thus, “Seeing comes before words” can implement the visual memory media strategies in these vocabulary classes. However, using flashcards, real pictures, and “seeing come before words” and so on are the strategies that the Thai teacher uses in their vocabulary classes. Also, to improve vocabulary and efficiency in English instruction in a Thai junior high school.

However, using a visual memory media in teaching vocabulary is the basic technique for the students to stimulate learning a second language. Currently, it can be seen that learning vocabulary has been used to read and recite techniques, thus using a visual is that way to improve in vocabulary skill. Furthermore, using a visual could motivate the students to learn and the teacher could be adapting visuals for use as material in teaching. The quotation by Berger (1972; cited in Rose, 2016, p. 3) “Seeing comes before words”

CHAPTER III

RESEARCH METHODS

This chapter provides elucidations on aspects related to research methodology used in this research. It covers research design, context, research participants, data collection method, and data analysis method. Each topic is presented in the following parts.

3.1 Research Design

This research is aimed at investigating the strategies of an English teacher teaching vocabulary through a visual memory media. This research adopts qualitative design. This qualitative research aims to comprehend the phenomenon based on how the participant in the research perceives it. Qualitative research is the way to find the data in this research to research that researcher must study and observe. Groups of people who want to investigate all aspects in depth. Use a method of participatory observation. In addition, interviews will be used to collect the majority of the data. Data analysis employs rational analysis rather than numerical analysis. Qualitative research, according to McMillan and Scumacher (2002:395), is the exploration of the richness, depth, and complexity of phenomena. Meanwhile, the researcher employs data collection through observation and interviews.

3.2 Research Context

The research conducted at Pattana Islam Foundation School as the research area. I choose the school based on some considerations. First, due to the pandemic (COVID-19) situation, it is more feasible if I do my research in Thailand. The first step in this research is to gain permission from the director of the school for me to do the research, and the permission from the English teachers to observe and interview. The director and teacher

3.3 Research Participants

In this research, the participant is one English teacher of the junior high school. The researcher chooses the teacher teaching at Year VII as the participant; VII is the first level for the students to begin practicing vocabulary.

3.4 Data Collection Method

To answer the research questions, this study uses observation as the primary method, and then it is followed by interviews, as follows:

3.4.1 Observation

Observation is the act of looking at something carefully over some time. Especially time to learn something that will have been seen heard or read (Simon 1979:874 and Wayne, 2017:9). In this research, the researcher will observe the English teacher's action during teaching and use the strategy or technique in teaching English vocabulary in the classroom. The aims are to know what strategies the teacher uses and how she/he uses them.

3.4.2 Interview

The interview is a data collection technique to process and obtain the information from a person orally and usually face to face. As said by Larsen (1991:13), the open-ended nature of the question determines under the topic. Then it is open for the interviewer to discuss some topics in detail. Based on the interview, the researchers gather information from one of the English teachers in the school. The interviews will be conducted after an individual observation to make it easier for the researcher to examine the data and then open opportunities to the teachers and researcher to make questions and discuss some topic in more detail.

3.5 Data Analysis Method

The analysis method the researcher will use is thematic analysis based on Braun and Clarke (2006). This Thematic analysis from Braun and Clarke (2006) offers a way into qualitative research that teaches the mechanics of identifying, analyzing, and reporting patterns or themes in qualitative data. The Purpose of Thematic analysis is to identify a theme and use it to answer research or convey a problem (Brown and Clark 2013). Thematic analysis can be used to explore how English teachers teach vocabulary using a visual memory media in experiences, including what they use, how they use them, and their implication. Therefore, this research used thematic analysis to analyze the information received from the research. In this research, the data will be analyzed by using Braun and Clarke (2006) six –phases thematic analysis framework as can be seen in the following table.

Phase	Description of process
1. Familiarizing yourself with your data:	Familiarizing data, reading and rereading the data, noting down Initial ideas or making ideas.
2. Generating initial codes:	Selected code by limiting and identifying data by using highlighting with the different color relevant to the research question. The resulting code guides to obtain an overview of the main points and general descriptive in the data.
3. Searching for themes:	This theme will be presented with a table. The table has two Columns: the main theme and the code. The code that compiled and put in the code column. Then they grouped the code. It is the main theme that describes all the code.
4. Reviewing themes:	The Reviewing theme to intention re-examine existing themes that are relevant to the research question. And then narrowing the theme to be more specific and suitable with the research question.
5. Defining and naming themes:	Defining and refining themes aims to assist the researcher in analyzing data. In this phase, define a theme based on the code that has explored the English teacher to teach vocabulary using a visual memory. And then identifying the stories for each them, and compile the overall story from information and research questions
6. Producing the report:	This phase to writing-up. In writing the data will be simpler and easier to understand to make it easier to identify themes. And also, to analytical narrative to describe the story in clear.

Table: 1 Braun & Clark's six-phase thematic analysis framework

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter consists of two sections: the findings and discussion of the research. These were written based on the results of the data analysis obtained in the field by doing observation and interview with the English teacher.

4.1 Research Findings

This section describes the implementation of teaching English by using visual media through observation and interview to increase the students' motivation and vocabulary. To address the research questions stated in Chapter 1, the research findings were based on the results of the analysis of data obtained in this study.

4.1.1 The finding of the classroom observation

The observation was conducted three times by taking notes from each English teacher on how the teacher managed and applied the visual memory in teaching vocabulary in classroom. Based on my observation, it could be seen that the students were enjoyed with media from the teacher. In addition, teachers will use teaching strategies in the classroom to make students more interested in learning English, easier to remember each word Become an expert on vocabulary in various fields and can be used in daily life.

From my observation it can be seen that in the classroom the students reacted differently during the period from the beginning of the class until the end of the class. It can be seen that while teachers are teaching by used flashcards, real things, and pictures in teaching English vocabulary, it is noticed that media teaching could saw the strengths and weaknesses of the students. Attract more students' interest in the content. And teachers are effective in teaching as well. Teachers can also see students' reactions during learning by using the media as a teaching medium.

The following is the explanation of the resulted of observation of the English teachers at Pattana Islam Foundation School.

A. The first teacher

The first teacher used Flashcards as media to teach English vocabulary by discussing the topics of the Alpha bate 'P' category such as 'pill', 'Pillow', 'Passenger', and 'Paint'. The vocabulary that the teacher taught to students can be used in everyday life and are also categorized as easy words to memorize. The steps for the teacher to start teaching are as follows.

1) Opening

The teacher came to the classroom and greeted the students. Before conducting the material, the teacher asked the students to prepare the book and school supplies then the teacher checked the attendance list and students' learning preparation.

The reaction of students before starting the material was that some students were lazy, bored, and not excited to study English subject. But there were some other students who were interested, excited, and enthusiastic to study English subject or follow the lesson. The teacher used strategies and teaching methods that can draw students' attention to the content and the teacher could keep students interested by using a warm-up method before class. That made students ready to learn.

2) Activities (Observing)

The teacher started the material with the vocabulary by using media (Flashcards). The procedures are as follows:

a) The teacher explained how to play a game by using a flashcard.

b) The teacher started to play a game by showing a sentence on the card and gave the students answers to the questions based on the Alphabet starting with 'P'. The questions on the cards were: "What is rectangular and soft? For sleeping?". The student's answered the question „a pillow“ and then the teacher showed the visual behind the card. Then the teacher asked the students the meaning of the „pillow“ 40 students around the 15 students could be informed of the meaning of that word.

c) And then the teacher started to pronounce the word „pillow“ to let students know the correct pronunciation of the word. The explanation above can be briefly summarized in the following table:

Table 4.1.1.a. The description of the procedure of using flashcard in teaching vocabulary

No	LIST OF OBSERVATION	DESCRIPTION
1	The visual media using by the teacher to teach vocabulary	The visual that the teacher uses to teach vocabulary is a Flashcards.
2	The strategies adopted by the teacher to teach vocabulary using the media	The strategies adopted by the teacher is flashcards use about Alpha bate.
3	How the teacher implements the strategies when using visual memory media to teach vocabulary to his/her students	Cooperative Learning Encourage students' abilities to work together by promoting small group or whole class activities.
4	Student's reaction when learning vocabulary by using visual media strategies	Overview the students enthusiastic and interested in learning by using flashcards as a media.

From the above table, it could be seen that the students were enthusiastic about the media that the teacher showed in front of the class it can see students interact well with teachers. In so doing, the teacher was energy, fun, and friendly. This situation made students confident to answer and thus they were fun in learning English.

B. The second teacher

For the second teacher, before entering the lesson, the teacher greeted the students and began a warm-up before class so that the students were relaxed and ready to learn. After that, the teacher reviewed the words that had been learned by asking the students to think and raise their hands. In this class, the teacher used the real thing as a vocabulary learning medium. In my observation, although I thought using the real thing was the simple medium, it was an effective way for the students when a teacher used the media in teaching. I saw the students were stimulated to use their five senses to find the idea about the content of the writing. The teacher of the English subject asked the students to bring real things into their classroom. The teacher set the topic, and for that day teacher taught vocabulary and asked the students to bring any kitchen items as the media for learning. The method of teaching used by the teacher was appropriate for the students.

The description of the procedure of using Real things in teaching vocabulary is as follows:

1) Last week the teacher asked the students to bring the real things about the kitchen items.

2) For that day, the teacher described why they brought the real things, and then explained the objective and importance of using real things as the media.

3) After that, the teacher asked the meaning of the words.

4) And then the teacher asked the students to use the sentence of the items for example: looked the plate, touch the plate and so on.

5) And the teacher asked the students to write different sentences about the real thing that the students brought.

The explanation above can be briefly summarized in the following table:

Table 4.1.2.a. the procedure description of teacher by using real things from the classroom observation

No	LIST OF OBSERVATION	DESCRIPTION
1	The visual media using by the teacher to teach vocabulary	The visual that the teacher uses to teach vocabulary is a real thing about kitchen items.
2	The strategies adopted by the teacher to teach vocabulary using the media	The strategies adopted by the teacher are vocabulary through speaking. The students able to describe their things and know the meaning of word.
3	How the teacher implement the strategies when using visual memory media to teach vocabulary to his/her students	Bring in students' prior knowledge. Begin with a review of the previous class. Asking students to discuss what they remember and learn the last week. Bring students to confident, think, discuss, and respond to an inquiry about previous material.
4	Student's reaction when learning vocabulary by using visual media strategies	The students enjoyable and interesting the item from our friend brings it.

Based on my observation, the teacher incredibly full energy to conduct the simple media (real things).

C. The third teacher

From the third teacher of the School of Islamic Development, Grade 1/3, my observations have shown that teachers use pictures as a medium to teach vocabulary where the teacher emphasizes that students can easily understand the words learned in detail Memorize the words in every meeting and students can use it in daily life. Teachers therefore bring media and media apply it so that students can see it often using reading skills as the main. The teacher will use five pictures related to traffic signs by the process of doing the following¹. Before starting the lesson, the teacher asks students about traffic signs but have students answer in Thai or English.

1. And then the teacher stickled the picture on the whiteboard.
2. Give 2 minutes they looked at the picture deeply on the whiteboard. Have them observe shapes colors, textures, the position of people and/or objects, etc.
3. And the teacher asked the students what they got from the picture.
4. The Teacher gave some boxes and asked the students to pick the paper in the box.
5. Then the teacher asked the students to read the words. Ready to tell the meaning and read the sentence let your friends listen.
6. The last, the students stickled the answer under the picture on the whiteboard.

Based on my observation in grade 1/4, when the teacher use the strategy of the picture there were some students who pay attention to what the teacher explained, Meanwhile, some students were still confused about the pronunciation and the meaning when the teacher asked the students when only the seeing the picture on the whiteboard. However, using a picture as the media made students bored and uninterested in learning and I still saw they don't know how to write the words.

Table 4.1.3.a. the description of the procedure of using Pictures in teaching vocabulary

No	LIST OF OBSERVATION	DESCRIPTION
1	The visual media using by the teacher to teach vocabulary	The visual that the teacher uses to teach vocabulary is a Picture.
2	The strategies adopted by the teacher to teach vocabulary using the media	The strategies adopted by the teacher comprehension vocabulary through reading, pronunciation, and memorize the word.
3	How the teacher implements the strategies when using visual memory media to teach vocabulary to his/her students	Behavior management, the teacher management an effective behavior in classroom. Beingteacher want to crucial to gain your students respect and ensure students has an equal chanceof reaching their full potential.
4	Student's reaction when learning vocabulary by using visual media strategies	Overview, most of students" attentions, interesting, and interactive when teacher asked the students answer together.

4.1.2 The Data Analysis from the interview

Interviews were conducted after the classroom observation with the three teachers of junior high school at Pattana Islam School. They consisted of six questions for the teacher mainly related to the context of this study. The purpose of the structured interview was to gather the data from the teachers by asking those questions face to face. Using this method, data can be gathered quickly, saving time, etc. In this session, teachers need experience and expertise.

The responses to the questions are as follows:

a. Teacher1 Ameenoh Taha using Flashcards as the media

Questions 1: What visual memory media do you use in teaching vocabulary?

Teacher" response: "The visual memory media I use in teaching vocabulary is Flashcards"

Based on English teacher" opinion about the first question, she thought the media she used was very simple and the flashcards are given the visual and word the front will show pictures, while the back will show words.

Questions 2: Why do you choose to use these media?

Teacher" response: "Before I start to teaching, I prepare the material based on

The basic book curriculum 2015. I was read the book and created my on-lesson plan because my extra English subject I didn't to use the book. Then I too found the word from the Basic book. And created the vocabulary based on my media it is Flashcards and another reason is time, so it's time for us to teach 90 minutes, so we can manage in such a small amount of time."

From the second question, An English teacher explains that using materials can save time explaining words on flashcards. These words are also common in daily life even if some students do not know those words, but know that there are techniques that allow students to understand the meaning and the use of those words

Questions 3: What strategies do you use to implement the media for teaching vocabulary to your students?

Teacher's response: "Cooperative learning encourages students' abilities to work together by promoting small group or whole class activities.

The strategy I used to implement vocabulary around myself emphasis vocabulary to using in daily life. When I created the lesson plan I focused on the potential of the students and what they want, it seemed some students though the English is difficult before them learned that is one of the problems in learning. And then, when I teach, I wanted the students enjoy, fun, and more attention in learning English subject."

Questions 4: Why do you choose these strategies?

Teacher's response: "I choose several strategies in teaching, but in here I used

Flashcard as the media for the students this class I looking the potential of the students first. And then make the student more to focus on the flashcards and easy to remember these words."

From the third and fourth questions, she promotes participatory learning as a strategy for teaching students as a way of enabling students to work as a team.

Questions 5: When I observed your class, I saw that your students were attentions when you use the visual memory media by flashcards what do you think about these reactions?

Teacher's response: "hmm, I think is one of succeeds in teaching, but not at all.

Perhaps, media make the students more attention than learning in the book. And also make the students more affective in learning vocabulary."

Questions 6: Have they ever had different reactions before? How do your students usually react when you implement your strategies to teach them by using visual memory media?

Teacher's response: Yes, they have. When the students react my implement strategies to teach by using visual memory media some of student's attentions, enjoy, happy, and interesting in learning with the flashcards. But also, there are the students boring in learning and not focus in leaning.

From the questions number five and six, she though when she used the flashcards make the students pay attention. After teaching media, she felt that his

students reacted differently, with greater curiosity and enthusiasm to learn vocabulary.

c. Teacher A-esah Benae using Real Thing as the media

Questions 1: What visual memory media do you use in teaching vocabulary?

Teacher" response: "I used the real things as the media in teaching vocabulary"

She explained that she was teaching vocabulary by using real thing with the specific things. And then she though it is easy to find and students see every day.

Questions 2: Why do you choose to use these media?

Teacher" response: "I choose these media because to make the students more attention, interesting, easy to recall vocabulary and able to understand the meaning of word and then able to identified of words"

She explains that giving student's interest to learn vocabulary or learn English, teachers need a strategy. To attract students to be interested and interested in what they know is being taught by this is the first basis that the teacher must focus on. Next, the teacher will focus on the content. She tells you how to do it. Easy to learn to remember words and can be used in real life however the method to make the students uninterested in learning English subject.

Questions 3: What strategies do you use to implement the media for teaching vocabulary to your students?

Teacher" response: "the strategies I use to teaching and learning activities about vocabulary with speaking skill and then, I Bring in students" prior knowledge. Begin with a review of the previous class. Asking students to discuss what they remember and learn the last week. Bring students to confident, think, discuss, and respond to an inquiry about previous material."

Questions 4: Why do you choose these strategies?

Teacher" response: "sometimes, I didn't to just teaching vocabulary but should be go together with another skill, actually I though it difficult for them but I want to more practice, Experiment, think, study, solve problems by yourself. Which these skills all lead to self-learning"

For questions number three and fourth, before she started teaching the material, she asked the vocabulary before and to review some words. She will focus on making students confident. In answering even if it's wrong and also testing students' memorization skills, teachers can at least assess the use of media in this teaching.

Questions 5: When I observed your class, I saw that your students were enthusiastic when you use the visual memory media by real things what do you think about these reactions?

Teacher" response: "I think the students enthusiastic with what they bring in the classroom and what I play for in class"

Questions 6: Have they ever had different reactions before? How do your students usually react when you implement your strategies to teach them by using visual memory media?

Teacher" response: "yes, they have different reaction before. Before I teach

English subject by using the text book and asked the student to write and read, I though, it is easy to teach but didn't make the students more effective in learning and also make the students didn't interesting. So, I change the strategies to teach that the first I want the students Enjoy in leaning vocabulary, although didn't the standard to learn English subject"

For questions 5 and 6, she explains that she previously used a book-based approach to teaching and had students read along without focusing on the practice. When using media in teaching, the result can be seen that the students are different from the original. The students seem enthusiastic and excited to learn. With the media used she had students use real objects in the house as media for the lesson.

d. Teacher Roihan Toknahun using Picture as the media

Questions 1: What visual memory media do you use in teaching vocabulary?

Teacher" response: "my visual memory media use in teaching vocabulary is Picture."

Questions 2: Why do you choose to use these media?

Teacher" response: "I choose to use picture as the media in teaching because the students like to read a comic and interest picture. I ever though use a picture is very simple but not at all because

using a picture can help the students in this sense and more focused and notice or comparisons the pictures.

She explained that she used picture as a medium in teaching the vocabulary; she thought the media when she saw the students read the comic that was the reason why she adapted the picture to make students in learning English and to make them easy to recall the vocabulary they had just learnt when the teacher asked.

Questions 3: What strategies do you use to implement the media?

Teacher" response: "the strategies I implemented in teaching vocabulary with the reading skill using picture and Behavior management, the teacher management an effective behavior in classroom. Being teacher want to crucial to gain your students respect and ensure students has an equal chance of reaching their full potential."

Questions 4: Why do you choose these strategies?

Teacher" response: "because can help the students correctly in pronunciation, a faster to get a text and increase students" reading mastery."

An explanation for the above strategy questions. She said that the use of media in teaching at that time. She combines reading skills and vocabulary together by using pictures as a medium. Using media, she shows students the picture and has the students observe, and analyze what they see in the picture. She gives eight minutes and gives. Students tell the words they see in the picture.

Questions 5: When I observed your class, I saw that your students were difficult when you use the visual memory media by Picture what do you think about these reactions?

Teacher" response: "I think, I was using a picture as a media is simple, but the

Sentence in the box makes the student think difficult because they didn't know the meaning of each word but the students able to survive by seeing the picture on the whiteboard."

Questions 6: Have they ever had different reactions before? How do your students usually react when you implement your strategies to teach them by using visual memory media?

Teacher" response: "yes, I have.

When I using picture as the media. I seemed the student can analyze of an image steps by steps and understand the concept in learning.”

For the different before and after used the media she though the students have a different mood when studied English subject, and she also look your students more interesting in learning English and she media is one of the techniques make the students to love learning English.

4.2. Discussion

The research findings from the observations and interviews with the three teachers interested in learning English. Ultimately, it was found that teachers had different strategies and methods for teaching vocabulary, but teachers focused on what they saw and said what they saw, and teachers also found words that were easy for students and students to take can be used in daily life. However, these findings are discussed in the following.

The first research question concerns strategies the teacher used when teaching his/her students by using visual memory media. This question can be found answered from the observation and interview. From my observation and interview, I found that all the teachers there are several strategies in teaching and teachers had their way of teaching vocabulary. Otherwise, I found the teachers using the strategies to appropriate the students and also convenient for the students to find which things to be applied in teaching vocabulary. However, using the strategies by the teachers was convenient to be applied in teaching vocabulary. The strategies applied by teachers were Real things, Flashcards, and pictures. However, I can see the strategies of the teachers there are similar results found by Berger (1972; cited in Rose, 2016,p.3) state that “seeing comes before words” can be seen that the teachers using Flashcard teacher asked the students to see the card before reading and in addition, when using Real things teacher also asked the students to see the object yours friends and the last is a picture it can be seen when teacher shown the picture students see the picture before think about that. However, the result is similar to Berger's which uses “seeing comes before words”. In addition, I also found using strategies is easy when the teachers use it is effective in learning for junior high school. And all of the teachers created strategies compact the materials and understand them. However, all of the teachers there are assessed their student’s vocabulary every meeting.

The second research is question concerning with the implement of strategies. The material used by teachers in teaching English vocabulary using the second research based on question concerning the implementation of strategies. The material used by teachers in teaching English vocabulary uses visuals as a media. For three teachers there are different implementations of strategies in teaching. The

teacher uses cooperative learning, Behavior, management, and reviewing the previous study. Of course, it benefits and is meant to use in the classroom to give students confidence, proper, response, focus, and so on. And then, I think each implement that's answer student more energy, pay attention, and increase vocabulary to learn. However, implementation of strategies by the teachers is a similar result found by a teacher when using Real things similar result was found by Abimbande and Salawu,2013:07 that students more understand and remember its meaning when see, touched on the object. Therefore, Pictures also have a similar result found by Heinich and Molenda (2005:142), the teacher representations to the students using a picture printed from the internet that all have pictures. And then Flashcards similar result was by Arsyad (2009:119) stated that a flashcard is a basic media but to connect the students with the image.

The third question was to observe the teachers teaching in the classroom along with the students' reactions while studying and interviewing the teachers' strategies and methods of dealing with students. When I observe the students react, most students are interested in learning but not at all. And some students ignored it a little bit when learning English subjects. But sometimes strategies and methods make some students enjoy, attention, focus, and so on.

Therefore, using strategies relevant to the technique and how the teacher designed the activity in the classroom. In addition, it is beneficial for students to motivate in teaching English subject, simply memorizing and boosting students' confidence when they interact with teachers or other people. And learners can also use it in their daily life in a comprehensive manner for maximum benefit.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestions of the study.

5.1 Conclusion

I was able to identify how an English teacher used visual aids to teach vocabulary to three teachers at the Islamic Development School. By reviewing previous research findings and using observation and interview methods and then I can conclude that it had an open mind on students in learning English Vocabulary. The second main point is that the use of learning materials can help in many ways. For example, it helps to create a classroom atmosphere, helping students to be more emotional and fun with a wide variety of teaching materials including some forms of teaching materials that can interact with learners such as games that are applied to learning can help learners have more fun learning and also help. It helps to alleviate the burden of preparing the teacher's content. Sometimes learners can access their knowledge from teaching materials. Such as online teaching materials website or application this helps to alleviate the time it takes to prepare those lessons and content. However, the strategies used by the teachers were 1) teaching vocabulary with flashcards, 2) teaching vocabulary with real examples, and 3) teaching vocabulary with pictures. Students can memorize and practice vocabulary easily with all media. Overall, teaching materials have many advantages and benefits. Can be used in a variety of ways helping to teach and learn more effectively. Including media formats, there are many to choose from. Make students not feel bored with learning as well.

Secondly, using media can be seen to have some advantages and disadvantages. In the vocabulary department, however, each teacher encountered difficulties in teaching for example, students were not interested. Sometimes teachers can't control the class or unable to manage time. Additionally, when media comes in, teachers are able to controls students to focus on media and content. Therefore, we will highlight the main strengths of this vocabulary learning strategy using flashcards, real things, and pictures, as well as helping students easily recognize each word by looking at the pictures. Additionally, one of the flaws of the strategy is that students struggle to understand the meaning of vocabulary as well as how to read and write and if they don't glance at the picture, the children tend to be puzzled.

It can be seen that; teaching materials can help teachers teach very well and we can see that teachers can provide a great learning experience for students. It also to helps teachers have more knowledge in arranging science resources that are

content suitable for learning according to teaching objectives, to help teachers in controlling learning behaviors and able to support students' learning a lot. Teaching materials will help encourage students to do various activities such as using the learning center, uses of computer-assisted teaching, demonstrations, dramatic performances, etc., allow teachers to teach according to their teaching objectives. It also helps to expand the learning content to make teaching easier. And it will also save teaching time Students will have more time to study activities from the information; we will see the benefits of teaching materials. This allows us to see the importance of communication, useful and necessary to help develop teaching and learning effectively

5.2 Suggestions

Based on the researcher's research using visuals as a media for teaching vocabulary, the following suggestions are made:

5.2.1 English teachers should expand their knowledge and create more media for different vocabulary learning. Because based on my study; it was found that using flashcards, pictures, and real things sometimes makes the students not more interested and they think it is simple media.

5.2.2 When using media in the classroom, English teachers should manage their time in the classroom. I found that when teachers teach in the classroom teacher teach over time and then do not keep up with the scheduled time.

5.2.3 English teachers should use media appropriate to their students' levels. It can be seen when I observe in the classroom some teachers use material difficult for the students and sometimes the material it's easy for the student's grade level.

5.2.4 Other teaching strategies are studied to cover learners in different ways.

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APPENDIC

Appendix 1 DATA GENERATION INSTRUMENTS

CLASSROOM OBSERVATION

No	LIST OF OBSERVATION	DESCRIPTION
1	The visual media using by the teacher to teach vocabulary	
2	The strategies adopted by the teacher to teach vocabulary using the media	
3	How the teacher implements the strategies when using visual memory media to teach vocabulary to his/her students	
3	Student's reaction when learning vocabulary by using visual media strategies	

Appendix 2 Interview Guide

No.	Question	Answers
1.	What visual memory media do you use in teaching vocabulary?	
2.	Why do you choose to use these media?	
3.	What strategies do you use to implement the media for teaching vocabulary to your students?	
4.	Why do you choose these strategies?	
5.	When I observed your class, I saw that your students were when you use the visual memory media by What do you think about these reactions?	
6.	Have they ever had different reactions before? How do your students usually react when you implement your strategies to teach them by using visual memory media?	
7.	Are there any other things that you would like to tell me?	

APPENDIX 3 RESEARCH MATRIX

TITLE	PROBLEM	INDICATORS	DATA RESOURCES	RESEARCH METHODS
Investigation an English teachers to teach vocabulary through a visual memory media in a Thai junior high school.	a) What are the obstacles that the teachers face when applying visual media? b) How do they overcome those obstacles? c) How do the teachers implement the visual memory media strategies in their Vocabulary?	1. The use of a visual memory media in Teaching vocabulary. 2. Evaluate the development or the progress of the Vocabulary using a Visual memory media.	1.The research participants: The English teachers at Pattana Islam foundation School. 2.The informant: The English teacher at Pattana Islam foundation School. 3. School documents: a. The name of the research participants. b. The seventh grad students' previous Vocabulary scores.	1.Research design: Qualitative research 2.Research area: The purposive Method. 3.Research participants: The purposive method. 4. Data collection method: a. Observation b. Interview 5. Data analysis method: Thematic Analysis

DOCUMENTATION



KEMENTERIAN PENDIDIKAN, KEMUDAHYAAN,
RISET, DAN TEKNOLOGI
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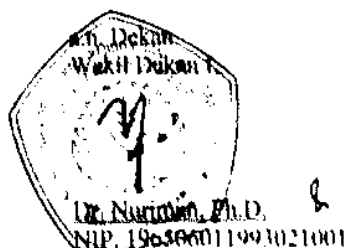
Yth. Kepala Sekolah
Pattana Islam School
Di Thailand

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini

Nama : Salwane Wachana
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Program Studi : Pendidikan Bahasa Inggris
Jangka Waktu Penelitian : 7 February 2022

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di Pattana Islam School dengan judul **"Investigating an English teacher's strategies to teach vocabulary through a visual memory media in a Thai junior high school"**. Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian permohonan ini kami sampaikan atas perhatian dan kerjasama yang baik kami sampaikan terima kasih.



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SURAT-KETERANGAN

MIW 08/7/2022

Yang bertanda tangan dibawah ini :

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3. Alamat : 40/1 M.1 T. Barahok A Muang C. Pattani

Menerangkan dengan sebenarnya bahwa nama mahasiswa yang tersebut dibawah ini telah melakukan penelitian di Pattana Islam Foundation school:

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Judul Observasi Penelitian : Investigating an English teacher's strategies to teach vocabulary through a visual memory media in a Thai junior high school

5. Tanggal Penelitian : 6 s/d 7 February 2022

Bemikian surat keterangan ini dibuat dengan sebenarnya untuk dapat digunakan sebagaimana mestinya.

07 February 2022

Director Pattana Islam Foundation school

