I. INTRODUCTION

This chapter deals with the basic problems of the research. It consists of some subtopics. Those subtopics cover the background of the problem, identification of the problems, limitation of the problems, formulation of the research problems, objectives of the research, uses of the research, scope of the research and definition of terms.

1.1 Background of the Problem

The mastery of language skills is one of the important parts to be able to communicate in English well; they are listening, speaking, reading and writing. For that reason, the students must comprehend the number of words to support it. The mastery of English vocabulary is required in order to be skillful in English. By having a lot of vocabularies, the students can express more idea and communicate in English well. In other words, vocabulary has significant role in teaching learning English as foreign language. In addition, vocabulary is necessary because it has significant role in communicating process. The communication will success or not it depends on the accurate vocabulary understanding.

English Curriculum 2006 (Depdiknas, 2006: 227-278) states that Junior High School students are encouraged to comprehend numbers of vocabulary. There is no explanation which word that should be comprehended by the students. The requirements of vocabulary should be achieved in order to comprehend the qualification of basic knowledge of listening, speaking, reading and writing.

Based on the pre-observation done by the researcher, it was found that most students often found difficulty in studying English. The difficulty was they did not understand the meaning of vocabularies in English text, because they did not know the meaning of a number of words in a sentence or a text. When the students found difficult words they would open their dictionary. It made the students forget the meaning easily. When they read and tried to understand the sentence or a text, they would tend to focus based on every word than the sentence or entire text and they would be busy with their dictionaries. Therefore, their understanding about the sentence or the text was poor.

Besides, based on the interview with the English teacher, it was found that some of the students could not understand when the teacher spoke in front of the class so s/he should translate it into their mother tongue language (Indonesian). It showed that the students lack vocabulary mastery. In addition, the English teacher did not use any media in teaching English vocabulary because s/he didn't have enough time to make a medium and it could bother them. Then, the list of new vocabulary was the only way, because there was no medium of teaching which could help them. Therefore, the researcher assumed that most students lacked

motivation because of the static and monotonous learning condition which made the students got bored easily. As the result, the teacher met a problem to make the students comprehended the new vocabulary.

Generally, students have some difficulties in learning English, especially in mastering vocabulary. They can not remember the vocabulary in a large amount; they forget them easily. The success of English teaching learning in the school is not sufficient by implementing curriculum concept only but there are other factors, one of them is the teacher's creativity in teaching learning process. Therefore, the creativity of the teacher in using teaching medium is one of the important things to attain the purpose of teaching learning process. Thus, the researcher assumes that by using teaching medium the students become easier to accept the information and they do not feel bored during the teaching learning process.

Considering the fact above the researcher focused on how the students became more interested in learning vocabulary in order to increase the students' English vocabulary achievement. Thus, the teacher can use teaching medium to increase the students' English vocabulary achievement. This research used projected picture as teaching medium. The researcher assumes that by using teaching medium, it can be easier for the children to remember and understand the new vocabulary that they got.

Projected picture contains some interesting and colorful pictures that can be used to motivate and interest the students in teaching and learning process. The presence of teaching medium is valuable; especially projected picture helps the students in remembering the English words. The researcher expects that by using projected picture, the students have better learning experience. Thus, we can state that projected picture is considered an appropriate medium in teaching learning process in order to increase the students' English vocabulary achievement. It is hoped that by using projected picture, the students be able to memorize and reproduce the words they have learned than by using the list of words.

Based on the problems above, the researcher is interested in applying projected picture in order to investigate whether it could be used to increase the students' English vocabulary achievement at the first grade of SMPN 1 Seputih Banyak. In addition, the researcher has conducted the research in SMPN 1 Seputih Banyak because the research using projected picture has never been conducted there before. So, the title of this research is "The implementation of projected picture in increasing students' English vocabulary achievement at the first grade of SMPN 1 Seputih Banyak".

1.2 Identification of the Problems

Based on the background above, the researcher identified the following problems:
1. Students had difficulty to memorize the English words because the teacher just used the list of words to teach the vocabulary.

2. Students had difficulty to understand the sentence or text because they just focused on the meaning every word.

3. Students had difficulty to understand what the teacher's said which caused the teacher must translated it into their mother tongue language.

4. Students lacked motivation in learning vocabulary because the teacher didn't use any kinds of media in teaching learning process.

5. Students opened the dictionary frequently because the students lacked vocabulary mastery.

6. Students felt bored with static and monotonous teaching learning process because the teacher didn't use teaching medium.

1.3 Limitation of the Problem

Based on the identification of the problems above, the researcher limited the problem about the implementation of projected picture to investigate whether projected picture could be used to increase students' English vocabulary achievement, especially concrete nouns.

1.4 Formulation of the Research Problems

Based on the limitation of the problems above, the researcher formulated the problems as follow:

1. Is there any difference of the students' English vocabulary achievement before and after the implementation of projected picture?

2. Can the use of projected picture increase the students' English vocabulary achievement?

1.5 Objectives of the Research

In relation to the background and the problem formulated above, the objectives of the research were:

1. To find whether there is difference of the students' English vocabulary achievement before and after the implementation of projected picture or not.

2. To investigate whether projected picture can be used to increase students' English vocabulary achievement or not.

1.6 Uses of the Research

Theoretically, the result of the research is expected to clarify the previous theories about teaching medium, especially projected picture.

Practically, the result of the research is expected to be used as information for English teacher, especially about the students' achievement of vocabulary through projected picture. Besides that, it is hoped that the finding of this research can be used as the alternative to the teacher to increase teacher's performance in teaching vocabulary.

1.7 Scope of the Research

In this research, the researcher focused on finding out whether there was a difference of the students' English vocabulary achievement before and after the implementation of projected picture or not; and to investigate whether projected picture could be used to increase the students' English vocabulary achievement or not at the first grade of SMPN 1 Seputih Banyak. There were two classes used in

this research, class VII A as class experiment and class VII C as try out class. Then, the researcher restricted the teaching materials into the things at home, things in the shop and things at school. Pretest and post test with treatments in three times was conducted in order to collect the data. Pretest and post test were in multiple choice items and matching tests. The try out of the test was conducted in multiple choice items and matching test before the pretest given.

1.8 Definition of Terms

There were some terms used by the researcher and to make it clearly, the researcher gave some definitions as follow:

Vocabulary is a list or set of words for a particular language or a list or set of word that individual speakers of language might use.

Projected picture is picture which is visualized through Microsoft PowerPoint on a screen/wall using LCD projector.

Increasing is an effort in changing something low previously to be higher. In this case, students' vocabulary achievement in concrete nouns will be increased by giving the treatments in three times.

Achievement is something important that you succeed in doing by your own effort.