

I. INTRODUCTION

I.I Background of the problem

One needs to achieve language skills in order to communicate in English well, they are listening, speaking, reading, and writing. For that reason, students should achieve a number of words to support them. Learning vocabulary is important for those who learn English in order to be able to use it in speaking or writing form. An adequate vocabulary can help them to use English more easily.

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. Besides, the requirements vocabulary should be also achieved by the students in order to fulfill the qualification of basic knowledge of listening, reading, speaking and writing.

Numbers of transactional and interpersonal dialogues are also taught to the students. Since the students' achievement of vocabulary was varied, some of them found it easy to get the idea and catch the meaning of the text, but some are not. In fact, some students may get low score from others. Thus, vocabulary teaching that encourages the students to comprehend 200-300 new words of 1000-1500

(KTSP 2006 of English for Junior High School) vocabulary level in each grade of Junior High school students should be taken into consideration, in order to get better result of the students' score.

This research was conducted because most students especially Junior High school students did not know about the meaning of vocabulary even the familiar vocabulary for the example, when the researcher ask the vocabulary of daily activities (seller, buyer, bargain, research wake up etc) and the researcher assumed that they are still low and poor in vocabulary achieved, they did not have adequate vocabulary. It makes them difficult to use English in order to communicate to others.

Teaching learning process, which emphasizes only on memorizing the list of vocabulary without training the students to develop their vocabulary and involving them in the activity can make them difficult to learnt vocabulary. Cedder (1987:136) stated that learning vocabulary is not only a matter of memorizing a number of words, but how to present them in various communications set. It is difficult for the students to keep in mind and produce the English words they actually have learnt from a list of words; they will forget them soon. In memorizing word list, students cannot remember the words immediately, but needs a process, perhaps, after remembering the words from the list of words; students are able to remember them. It is because learning word list does not pass through some steps or strategies that make the meaning of target words will stick in students' mind. The lack of students' vocabulary is also caused by the lack of strategy to arouse their attention and motivation to study, so they are bored in

learning English. It is teacher's responsibility to make students interested in learning English especially in learning vocabulary. The teacher must create a suitable technique or media in order to make the teaching learning process runs well.

According to Napa (1991), there are many media, which can be used to develop students' vocabulary achievement, such as flashcard, game, picture, text, translation, etc. A suitable technique should be chosen to make the material interesting, challenging and enjoyable so that the teacher can motivate the students to study and help them to lessen their boredom and laziness.

In teaching learning process, the teacher is a facilitator who helps her students in developing language skills. Thus, the teacher should be able to use suitable techniques or media. One of them is picture. In this research, picture is chosen as a media in teaching vocabulary of daily activity. Nelson (1978-117) states that, the picture message usually crisply and clearly communicated, if the observers are familiar with ideas behind the message, they will comprehend the picture more quickly.

In this research, the researcher is interested in picture as a media in teaching English vocabulary. It is expected that this media can help the students achieve English vocabulary. Applying picture in teaching English vocabulary will be more enjoying, interesting, and motivating for the students. Besides, picture is appropriate with the characteristics of Junior High School students. Pictures also can help the students to convey their ideas based on the activities in the picture.

Based on the explanation above, the researcher was interested to apply picture as a media in teaching English vocabulary in order to know whether there was a significant difference of the students' vocabulary achievement of the first year at SMPN 2 Pekalongan Lampung Timur through picture and how is teaching learning process of vocabulary through picture in terms of students activities and students enthusiasm.

1.2 Research Problem

In this research, the writer would like to formulate the research problem as follows:

- a. Is there any significant difference of the students' vocabulary achievement through picture of the first year at SMPN 2 Pekalongan Lampung Timur?
- b. How is the teaching learning process of vocabulary through picture in terms of students activities and students enthusiasm?

1.3 Objectives of the Research

Concerning with the problem above, the objective of this research is to find out whether there is any significant difference of the students' vocabulary achievement through picture of the first year at SMPN 2 Pekalongan Lampung Timur and how is the teaching learning process of vocabulary through picture in terms students activities and students enthusiasm.

I.4 Uses of the Research

The uses of this research are described as follows:

1. Theoretically, the result of this research is expected to confirm and clarify previous theories about teaching vocabulary through picture.
 2. Practically, the result of this research can be used as information for English teacher, especially about achievement of teaching vocabulary through picture.
- Besides that, it is hoped that this research can be used to know the increase of the students' vocabulary achievement through picture.

I.5 Scope of the Research

This research was conducted at the first year of junior high school. The focus of this research is to implement of picture media in teaching vocabulary for increasing and developing students' vocabulary. There are three time treatments. The materials taught based on the students' handbook for the first year of junior high school.

I.6 Definition of Terms

Some terms are defined in order to give the basic understanding of the related variables and concepts, they are stated below:

1. Vocabulary is a list of words usually arrange alphabetically and defined, explained or translated into the range of language, the stock of words at the person's command; the word used in particular, the branch of a subject, language.

2. Picture is one kind of visual aids that can help the teacher to teach the students at junior high school level. Picture can encourage and motivate for learning English it is interesting and clarify the words that the students have not understood yet.
3. Vocabulary achievement is a number of vocabularies that have already been achieved by the students as their basic knowledge, and it was achieved by them.
4. Increasing is an effort in changing something low previously to be higher. In this case, students' vocabulary achieved will be increased.