

I. INTRODUCTION

I.1 Background of the problem

One needs to master language skills in order to communicate in English well; they are listening, speaking, reading, and writing. For that, students should master 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 spoken or written 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 encourage 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 mastered 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' mastery of vocabulary was varied, some of them found it easily to get the idea and catches 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 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 are still low and poor in vocabulary mastery, they did not have adequate vocabulary. It makes them difficult to use English in order to communicate to others.

Hapsari (2006:25) found in her research that 80 % of students in her classes failed in doing vocabulary test. The students should get score higher than 65, unless they fail on the exam. This might be happened due to the reason of lack of vocabulary.

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 also make them difficult to learn 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 ways 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 sequence. In this research, picture sequence is chosen as a media in teaching vocabulary of daily activity. Nelson (1978-117) states that, the picture sequence message usually crisply and clearly communicated, if the observers are familiar with ideas behind the message, they will comprehend the picture sequence more quickly.

In addition, nelson (1989:33-36) offers using of sequence through drawing activities in the class for teaching vocabulary. It is different from other kinds of

pictures. In picture sequence, there is relation between the first picture and the next picture. It has a set of stories. Through picture sequence, it is hoped that students will be interested in learning the vocabulary of the new language.

In this research, the researcher is interested in picture sequence as a media in teaching English vocabulary. It is expected that this media can help the students to master English vocabulary that they have already learnt in the picture sequence. Applying picture sequence in teaching English vocabulary will be more enjoyable, interesting, and motivating for the students, since picture sequence is appropriate with the characteristics of Junior High School students.

Based on the explanation above, the researcher was interested to apply picture sequence as a media in teaching English vocabulary in order to know whether there was a significant difference increase of the students' vocabulary mastery at the first year of SMPN 12 Bandar Lampung after being taught through picture sequence and there was a significant increase of the students' vocabulary mastery through picture sequence at the first year of SMPN 12 Bandar Lampung.

I.2 Research Problem

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

1. “Is there any significant difference increase of the students’ vocabulary mastery after being taught through picture sequence at the first year of SMPN 12 Bandar Lampung?”
2. Is there any significant increase of the students’ vocabulary mastery through picture sequence at the first year of SMPN 12 Bandar Lampung?

I.3 Objective of the Research

Concerning with the problem above, the objective of this research is to find out whether:

1. There is a significant difference increase of the students’ vocabulary mastery after being taught through picture sequence at the first year of SMPN 12 Bandar Lampung.
2. There is a significant increase of the students’ vocabulary mastery through picture sequence at the first year of SMPN 12 Bandar Lampung.

I.4 Uses of the Research

The uses of this research are describes as follows:

1. Theoretically, the result of this research is expected to confirm and clarify previous theories about teaching vocabulary through picture sequence.

2. Practically, the result of this research can be used as information for English teacher, especially about achievement of teaching vocabulary through picture sequence. Besides that, it is hoped that this research can be used to know the increase of the students' vocabulary mastery after being through picture sequence. s

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 sequence technique in teaching vocabulary for increasing and developing students' vocabulary. There are three time treatments. The materials taught based on the students' hand book for the first year of junior high school.

I.6 Definition of Term

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

1. Vocabulary is a list of words usually arranged 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. Picture sequence is some of the things on the activity regularly or systematically.
4. vocabulary mastery is a number of vocabulary that have already been mastered by the students as their basic knowledge, and it will be mastered by them
5. Increasing is an effort in changing something low previously to be higher after. In this case, students' vocabulary mastery that will be increased.