

## **ABSTRACT**

### **INCREASING STUDENTS' VOCABULARY MASTERY THROUGH PICTURE SEQUENCE AT THE FIRST YEAR OF SMP NEGRI 12 BANDAR LAMPUNG**

**By**

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This research is conducted at the first year of SMP NEGRI 12 Bandar Lampung. One of the objectives of teaching vocabulary to the students is that the students are able to use it in spoken or written form. An adequate vocabulary can help them to use English more easily. McCallum (1990:4) stated that Junior High School students should master vocabulary around 1000-1500 words. However, there were some problem; most students did not have adequate vocabulary and the teachers did not use a suitable technique that can increase the students' vocabulary mastery.

This research was intended to find out whether there was a significant difference increase of the students' vocabulary mastery after being taught through picture sequence at the first year of SMP NEGRI 12 Bandar Lampung and there is a significance increase of the students vocabulary mastery through picture sequence at the first year of SMP NEGRI 12 Bandar Lampung. The pretest and the posttest with one group pretest- posttest, pre-experimental design was applied. The subject of the research was the first year students of SMP NEGRI 12 Bandar Lampung in the year 2009/2010. The researcher used the vocabulary test in the form of multiple choices as the instrument of the research and Repeated measures T-test was accomplished to analyze the data.

The result showed that the students taught through picture sequence seemed to be enjoyable and interested in learning since the students could provide a good response during teaching learning process. It can be seen from the increase of the students' mean score. The students' mean score of the pretest was 50.26 while the mean score of the posttest was 76.50. After comparing the result of the pretest and the posttest, the writer found out that the mean score of the students had increased -26.23. The total score of the pretest was 1.709 while the total score of the posttest was 2601. The increase was 842. Based on the data analysis at the significant level of 0.05, the researcher found that  $p=0.000$ . It proves that the students' scores increased significantly ( $p<0.05$ ,  $p=0.000$ ) and the students' active learning was better. It means that there was a significant difference increase of the

students' vocabulary mastery through picture sequence. In other words, teaching vocabulary through picture sequence is considered to be better in increasing the students' vocabulary mastery and it can be used as a reference to teach English vocabulary. So, this technique in teaching vocabulary is recommended.