

I. INTRODUCTION

This chapter deals with the background of the problems. It consists of the research problem, objective of the research, uses of the research, scope of the research, definition of term.

1.1 Background of the problem

People need to achieve language skills in order to communicate in English successfully, and they need to have substantial language skills, i.e. listening, speaking, reading, and writing and the mastery of the aspects of language, i.e. grammar and vocabulary. Vocabulary is one of the aspect of language that is presented in the classroom during the process of language teaching. According to School Based Curriculum/ Kurikulum Tingkat Satuan Pendidikan (KTSP), the goal of teaching and learning at junior high school is that the students must be able to develop their communicative competence in written as well as in spoken form.

English curriculum 2006 (Depdiknas, 2006: 227-278) states that Junior High School students are encouraged to comprehend a number of words. Besides, the requirements of vocabulary must be achieved by the students in order to fulfill the qualification of basic knowledge of listening, reading, speaking, and writing.

English consists of component and skill that cannot be separated. For example English has relationship between one skill and other skill, when one students communicates with other people, he/she should know. One of its components is vocabulary. In order to master this language, one also learns the vocabulary of its language. Vocabulary is the content of language. If the students do not have any vocabularies in certain language, they containly unable to speak that language, in fact, the students at junior high school (SMP) should master the vocabulary of about 1500 words in order to be able to use English both in spoken and written language.

Vocabulary usually grows and evolves with age and serves as useful and fundamental tool for communications and acquiring knowledge. Napa Pietera (1991) says that to speak and write English in normal situation, you need at least 1-2000 words. But, nowadays most of the students lack of mastering vocabulary. Students get difficulties when they deal with a text because they do not know the meaning of the words. It occurs because their vocabulary were so poor. This problem can also be caused by the process of teaching vocabulary.

Teaching vocabulary is more than just presenting new words. It also includes a decision on words to be taught and how frequent they are used by speakers of the language. The most words commonly used are what a teacher should teach first.

In fact students had difficulty with media that was used by the teacher in teaching vocabulary. They have to memorize the vocabulary and if they found the difficult

words the teacher asked them to look for them in the dictionary. There was a common perception that all learning should be serious and solemn in nature and that if one was having fun and there is hilarity and laughter, then it was not really learning. In fact it was possible to learn a language as well as enjoy oneself at the same time in other words. One of the best ways of doing this is through picture sequence.

In this research, the researcher focused on the students of junior high school especially the second year students who found difficulty to communicate in English both in speaking and writing forms. In this case, they got difficulty to express their feeling, opinion to other students. They were also reluctant to speak and to express their idea. The students also got difficulties to write a paragraph because of the limited vocabulary. Most of them only used their mother tongue, Based on the interview with the English teacher, it was found that the teacher has instructed the students to speak English but they she got difficulty to motivate the students to speak English.

Based on the preliminary research in SMPN 01 Abung Tinggi at the second year students, the researcher also found that there and some problems related to the students vocabulary mastery.

1. Students could not remember the word immediately, but needs a process, perhaps, after remembering the word from the list of word
2. Students lack of vocabulary
3. Students did not understand the meaning of vocabulary

The problems stated above might be caused by teacher's lack of using media. Therefore picture sequence is important because by using picture sequence students are easier to understand the vocabulary.

Based on the fact above, it seems that there were more problems faced by the teacher and the students in the used of picture sequence that seem to influence the success of the teaching- learning vocabulary. Therefore the researcher concerned to find out more problems faced by both the teachers and the students through a researcher entitled; increasing students vocabulary mastery through picture sequence. A variety of picture sequence can be used including those from book, magazine, newspaper ,etc. Any picture can be used, as long as there is distinct order for the example of picture sequence activity involves mixing up the picture and asking students to arrange the images in the right order.

1.2 Research problems

Based on background of the problem described above, the researcher problem as follows:

1. Can the use of picture sequence as media increase the students' vocabulary mastery ?
2. How are the students' response after being taught through picture sequence?

1.3 Objective of the research

1. The research was conducted to find out whether picture sequence can picture be used to increase the students' vocabulary mastery, this research identification students about vocabulary mastery through picture sequence as media.
2. The research was conducted to find out the students respond, which are found after being taught picture sequence.

1.4 Uses of the Research

Theoretically, the result of the research was expected to confirm and clarify previous theories about technique vocabulary mastery through picture sequence

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

1.5 Scope of the Research

This was quantitative research, this research was conducted at second grade of SMPN 1 Abung Tinggi. The research was focused on increasing of student's vocabulary mastery through picture sequence using daily activities pictures. It was learns about the meaning of the pictures, and what was the activities on the pictures.

1.6 Definition of Term

Some terms are defined in order to give basic understanding in relation variables and concepts. These are stated below:

Increasing

It is an effort in changing something low previously to be higher in this case, students' vocabulary increased.

Media

Media is used by people to produce message or information. Media is not only covers complex elektronik media but also the simple equipment such as photos slides pictures real object or visiting outside of the classroom.

Picture

Picture is also defined as a representation of anything (as a person, a landscape, a building) upon canvas, paper or other surface, produces by means of painting, drawing, engraving photography ,etc.

Picture Sequence

It is a series of picture dealing with one subject, it may tell story, present and even, describe a science, reveal a person, or show how to do something the most successful picture sequence create several visual images that contain emphases and action.

Vocabulary

It is a set of words that are part of a specific language which will make the language be meaningful.