

ABSTRACT
INCREASING THE STUDENTS' VOCABULARY SIZE THROUGH
PICTURE AT THE SECOND GRADE OF SMA MUHAMMADIYAH 2
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By
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This research is conducted at the second grade of SMA Muhammadiyah 2 Bandar Lampung. One of the objectives of teaching vocabulary is that the students are able to use vocabulary in spoken or written form. An adequate vocabulary can help them to use English more easily. According to the curriculum (2006), SMA graduates are expected to have vocabulary knowledge of about 4000 words. However, there were some problems; most students did not have adequate vocabulary and the teachers did not use a suitable technique in teaching that can increase the students' vocabulary size.

This research was intended to find out whether there was a significant difference of the students' vocabulary size related to content words at the second grade of SMA Muhammadiyah 2 Bandar Lampung after being taught through picture. The pretest and the posttest with one group pretest-posttest, pre-experimental design was applied. The subject of the research was the second grade of SMA Muhammadiyah 2 Bandar Lampung in the year 2011-2012. The researcher used the vocabulary test in form of translation test 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 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 24.8125 while the mean of the posttest was 30.9063. After comparing the result of the pretest and the posttest, the writer found out that the mean score of the students increased 6,0938 . The total score of the pretest was 794 while the total score of the posttest was 989. The increase was 195. 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 of the students' vocabulary size through picture. In other words, teaching vocabulary through picture is considered better in increasing the students' vocabulary size and it can be used as a refer to teach English vocabulary. So, this technique in teaching vocabulary is recommended.