

**IMPROVING STUDENTS' VOCABULARY ACHIEVEMENT
THROUGH PICTURE SERIES AT THE SECOND YEAR
STUDENTS OF SMPN 01 TANJUNG RAJA**

A Script

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**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTEMENT
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2016**

ABSTRACT

IMPROVING STUDENTS' VOCABULARY ACHIEVEMENT THROUGH PICTURE SERIES AT SECOND YEAR OF SMPN 01 TANJUNG RAJA

By

Dharin Okta Syaputri

The objective of this research was to find out whether there is significant difference of students' vocabulary achievement in pretest and posttest after being taught through picture series and there is improvement of students' vocabulary achievement after being taught through picture series at the second year of SMPN 01 Tanjung Raja. This research was conducted based on the problems faced by the second year students of SMPN 01 Tanjung Raja North Lampung.

The design used in this research was one group pretest posttest. The population of this research is the second grade students of SMPN 01 Tanjung Raja academic year 2015/2016. The sample is class 8A which consists of 30 students in one class. The data which were collected from vocabulary test in form multiple choices and were analyzed using SPSS 17 for windows.

The result of the research shows that there was significant difference of students' vocabulary achievement in pretest and posttest after being taught through picture series at the second year students of SMPN 01 Tanjung Raja. There is improvement of students' vocabulary achievement from pretest to posttest. The mean score of pretest was 54.00 and posttest was 80.16. It means that there was a significant improvement of students' vocabulary achievement after being taught through picture series. Based on the results above, it could be concluded that picture series could be used to improve students' vocabulary achievement.

Keywords: teaching vocabulary, picture series, vocabulary achievement

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PICTURE SERIES AT THE SECOND YEAR STUDENTS OF SMPN 01
TANJUNG RAJA**

By

DHARIN OKTA SYAPUTRI

A Script

**Submitted in A Partial Fulfillment of
the Requirements for S-1 Degree**

in

**The Language and Art Department of
Teacher Training and Education Faculty**



**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ART DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY
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2016**

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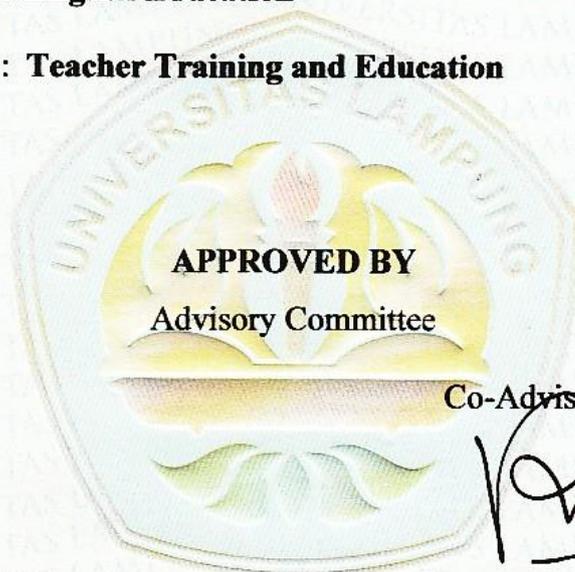
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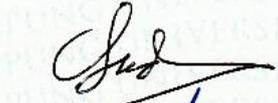
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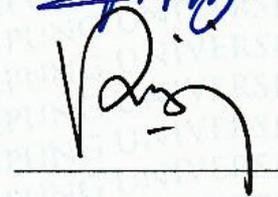
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CURRICULUM VITAE

The writer was born in Talang Padang on October 26th 1991. She is the first child of a great father Aan Sururi, M.Pd. and a beautiful mother EkaYunita, S.Pd. who patiently guides her to be a good woman and to do the right things. She is the oldest child with three younger brothers and one younger sister.

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On July 7th to September 19th 2015, she carried on Teaching Practice Program (PPL) at SMPN 1 Sukau, West Lampung.

DEDICATION

This paper would proudly be dedicated to:

My beloved Parents

AanSururi, M.Pd. and EkaYunita, S.Pd.

My beloved sister and brothers

Ulil Absor Abdalla

Attoriq Nurohman Soleh

Feyruz Chalisah Putri

Aqil Syafiq Sedayu

The special one my lovely Fiance

Ismail Ibrahim, S.Pd.I.

MOTTO

(La Yukallifullahu nafsan illa wus'aha)

Allah does not burden any human being with more than he is well able to bear

Al Baqarah : 286

Diligence is the root of success. Laziness is the root of failure.

Robby Lou

You can if you think you can.

The Writer

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Finally, the writer realizes that this script is far from being perfect so that she invites all of criticisms. However, the writer hopes that the script would give worthwhile contribution to the improvement of the English teaching-learning process.

Bandar Lampung, Juli 2016

The writer,

Dharin Okta Syaputri

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I. INTRODUCTION

This chapter is concerned with the problem of this research. It consists of background, research question, objective, uses, scope and definition of term.

1.1. Background

The national education has decided English as a foreign language taught in Indonesian schools from elementary until university. Vocabulary is one of the important aspects for the students to learn. Learning foreign language vocabulary such as English is a complex process because learning vocabulary is not merely understanding the meaning of words but also knowing how to spell and pronounce it and use it in different situation. It is true that it might be impossible to learn language without mastering vocabulary. Moreover, vocabulary plays an important role for those who want to comprehend and produce the language well. Wallace (1988:9) states, vocabulary is the vital aspect of language. One should master a considerably sufficient number of words to listen, speak, read, or write something in English well. Thus, the achievement of adequate vocabulary is an inevitable demand in using English.

Supporting the idea above, McCallum (1990:4) suggests that Junior High School students should have mastered the vocabulary more or less 1000-1500 words. In

Junior High School, the students should have enough words to reach the goal of the curriculum. The students should have many words, because by having more words they will find an easy way to improve their achievement of four skills. Mastering vocabulary in listening skill is needed by students to understand what the teacher and speaker says. In reading skill, vocabulary is needed by students to understand the author's purpose from the written materials. Mastering vocabulary in speaking skill is needed by students to choose what words they use in conversation. In writing skill mastering vocabulary is needed to make sentences, essays and paragraph or even article.

Previous study conducted by Triani (2011) had already pointed out that picture improved students' vocabulary at the second grade of SMA Muhammadiyah. It is because by picture students learnt English easier since it was interesting and challenging so that it encouraged the students motivation from both slow and fast learners. Yussa (2012) has stated picture can be used to improve students' vocabulary achievement. Between the use of picture and students' vocabulary achievement has significant relationship and relationship can be generalized.

In addition based on the researcher's interview with Mrs. Fitriyani's as English teacher in SMPN 01 Tanjung Raja, most of the students of SMP N 1 Tanjung Raja North Lampung have difficulties in studying English, they did not understand the meaning of words in English text. It was because they used dictionary in learning vocabulary. When they found the difficulties in understanding the lesson, they tended to open their dictionary, so that the students forgot the meaning easily.

Another problem was that they cannot make appropriate choice regarding what type of vocabulary learning strategy they should adopt in their learning process. It was the teacher's responsibility to help their students learn English language words efficiently. Learning English as a foreign language seems easy but some students feel afraid. The English teacher should find out the solution to create an efficient and creative technique in teaching English vocabulary, beside that the teacher should establish condition which makes teaching vocabulary possible.

According to Susilowati (2013), the lesson will be much easier and retain longer for the students if the teacher uses the picture optimally to help the students understand the material taught. The teacher can motivate the students to study and avoid their laziness and boredom. In the other words, picture files could help the teachers to deliver their information to the students and they also understand and get the information easily because the teachers show the picture files while teaching the materials to the students. It was because picture files provide the students concrete and direct experience with the language, especially in learning vocabulary.

To improve students' vocabulary achievement is by using good media. Media is important in teaching and learning activity since it can help to clarify the teacher's explanation. The use of the picture as a media is to convey the material that will help teachers give a real example of the abstract knowledge about it, because picture can give a concrete view of it, and the process of vocabulary teaching will be more enjoyable, interesting and motivating for students in mastering

vocabulary. Besides, students would become active learners and grasping knowledge without difficulties.

Sadiman et. al. (2010:29) mentions one of the strengths of picture is that picture is concrete. Moreover, pictures are learning media that help teacher link between the materials taught to the students with the real situations and encourage students to make connection between the knowledge possessed and its application in their lives.

The researcher assumed that picture series can give contribution in teaching English, especially to students' vocabulary achievement focusing on their improvement. The researcher chose a topic on her research entitled "The Improving of Vocabulary Achievement through Picture Series at the Second grade Students of SMPN 01 Tanjung Raja academic year 2015/2016".

1.2. Research Question

Based on explanation in the background of the problem above, the researcher is identified the problem as follows:

- 1.) Is there any significant difference of students' vocabulary achievement in pretest and posttest after being taught through picture series at the second year students of SMPN 01 Tanjung Raja?
- 2.) Is there any improvement of students' vocabulary achievement after being taught through picture series at the second year students of SMPN 01 Tanjung Raja?

1.3. Objective of the Research

Based on the identification of the problem above, the researcher states that the objective of the research is to find out whether

- 1.) There is significant difference of students' vocabulary achievement in pretest and posttest after being taught through picture series at the second year students of SMPN 01 Tanjung Raja or not.
- 2.) There is improvement of students' vocabulary achievement after being taught through picture series at the second year students of SMPN 01 Tanjung Raja or not.

1.4. Uses of Research

The findings of this research might be beneficial both theoretically and practically,

1. Theoretically, the result may be used to support the existing theory on the teaching of English as a foreign language, especially teaching vocabulary.
2. Practically, the findings of this study were expected to give some advantages for the students, the teacher, the researcher and other researchers.
 - a. For the students, by learning vocabulary, they can take some vocabularies for speaking ability and understand the meaning of the sentences. The writer hopes that the using of picture series can help the students improve their vocabulary easily.
 - b. For the teachers, a contribution to English teachers concerning how to improve their quality of teaching and learning process vocabulary

achievement, so that the objectives of the English teaching program especially vocabulary goals can be achieved.

- c. For the researcher, by doing this research, the writer hopes that she may study and get more information for the problems in mastering vocabulary. Thus, the writer may get new experiences and knowledge for future of her life.

1.5. Scope of Research

The research is focused on finding an improvement of vocabulary achievement through teaching by using picture series. The researcher used picture series to observe the improvement of students' vocabulary achievement in the classroom. The materials were presented based on the curriculum and hand book for the second grade of junior high school, which covers noun, verb, adjective and adverb. The research was conducted at the second grade students of SMPN 01 Tanjung Raja academic year 2015/2016.

1.6. Definition of Term

In order to avoid misunderstanding in interpreting picture the topic stated above, the researcher clarified the term as follows:

1. Vocabulary is commonly defined as word or group of words that have specific meanings. Vocabulary cannot be separated from language because language itself is built up by vocabulary.

2. Achievement. Achievement is something that has been done by the students through effort during teaching learning process. In this research there is difference achievement between pretest and posttest.
3. Improving. Improving is making someone or something better than before.
4. Picture-series. Picture series is a number of pictures, which are interrelated each other.

That is the introduction of this research. In this chapter, several points have been discussed consisting of the background, research question, objectives, use of the research, scope and definition of term. Then the next chapter deals with the frame of background of this research.

II. FRAME OF THEORIES

In this chapter would be discussed some theories related to this study. Those theories were about concept of vocabulary, concept of picture, procedure of teaching English vocabulary through picture series, theoretical assumption, and hypothesis.

2.1. Concept of Vocabulary

Vocabulary is a basis of language, it is very important to master in our language. Aitchison (2001:331) says, vocabulary is a set of words known to a person or other eternity, or that are parts of specific language. The vocabulary of a person is defined either as the set of all words that are understood by that person when constructing new sentences.

Hadfield (2000:129) says that vocabulary is classified into two types. First type is active vocabulary. It refers to the items that learners can use appropriately in speaking or writing and it is also called as productive vocabulary. In fact, it is more difficult to put into practice. It means the students should know how to pronounce it well, how to use grammar, they are hoped familiar with the collocation and understand the connotation meaning of the words. This type is often used in speaking and writing skill.

The second type of vocabulary is passive vocabulary, it refers to a language items that can be recognized and understood in the context of reading or listening, it is called as receptive vocabulary. Passive vocabulary or comprehension consist of the words comprehend by the people.

The word “vocabulary” generally represents a summary of words or their combination in a particular language. However, Ur (2000:60) states that one item of vocabulary can consist of more than one word. e.g. “post-office” consists of two words and still expresses one idea. Vocabulary teaching is one of the most important components of any languages class.

Based on the statement above, the researcher assumes that vocabulary is an important role in learning a language, vocabulary is also as the core component of language in form of words and can make language meaningful. To communicate effectively, the learners need an adequate achievement of vocabulary. Even though we master the grammar of a certain language but we do not have any knowledge on this vocabulary, we will not able to communicate or to express our idea using the language.

In teaching vocabulary for the students, teacher has important role in introducing new words. Learning vocabulary plays an important contribution to learn a language which must be considered by the teacher in order to be careful in selecting the vocabulary that will be taught. Teacher must decide which words

should be taught since there are many kinds of words that belong to different types of vocabulary.

In English there are four types of vocabulary, Fries (1974:45) categorizes English words into four groups namely:

1. Content words represent noun is the name of objectives or things for example mouse, motorcycle, and house. Verb is action by with those things for example sleep, write, and walk. Adjective is the qualities of these things for example fat, handsome, ugly and pretty. Adverb is the indication such meaning as frequency, degree, manner, and place for example right now, diligently, there.

For example:

- a. Arabella takes the book
N
- b. Ismail drives the car
V
- c. She wore a beautiful dress
Adj
- d. She completely rejected his proposal
Adv

2. Function words are those words that are used as a means of expressing relation of grammar/structure. Such as conjunction (and, or, but), preposition (in, to, of), pronouns (she, they).

For example:

- a. You can eat your cake with a spoon or fork.
Conj
- b. My parents went to the zoo.
Prep

- c. She is an adorable woman.
Pronoun

3. Substitute words are those that represented individual thing or specific action as substitutes for whole from classes of words (anyone, somebody, anybody).

For example:

He will give a ring to someone special.

4. Distributed words, those are distributed in use according to grammatical matter as presence or absence of noun and negative, such as: any, either and neither.

For example:

You are not like spinach and neither am I.

According to the explanation above there were four types of English vocabulary; content words, function words, substitute words and distributed words. It can be concluded that vocabulary is words that had meaning each and can be used to transfer the message from the speaker/writer for the listener/reader in the communication network. Therefore, the students have to learn vocabulary well, so that they are able to master the language (speaking, writing, listening and reading).

In this research, the researcher focused her intention on the vocabulary that is classified into content word, because the vocabularies of real objects, occupations,

and sports are included in this group, especially nouns, verbs, and adjectives. Beside that content words also are able used well in the classroom. While other types of words, like as function word, substitute word and distribute word cannot used well because of their limited meaning.

2.1.1. Aspect of Vocabulary

The concept of a word can be defined in various ways, but three significant aspects teacher need to be aware of and focus on are form, meaning, and use. According to Nation (2001), the *form* of a word involves its pronunciation (spoken form), spelling (written form), and any word parts that make up this particular item. *Meaning* encompasses the way that form and meaning work together, in other words, the concept and what items it refers to, and association that come to mind when people think about a specific word or expression. *Use*, Nation noted, involves the grammatical functions of the word or phrase, collocation that normally go with it and finally any constraints on its use, in terms of frequency, level, and so forth. For form, meaning, and use, Nation (2001) declared there is both a receptive and productive dimension, so knowing these three aspects for each word or phrase actually involves 18 different types of lexical knowledge. For covering the test in this research the researcher only used idea/meaning and use.

2.1.2. Types of Vocabulary

Montgomery (2007) listed four types of vocabulary:

a. Reading vocabulary

A persons' reading vocabulary is all the words he or she can recognize when reading. This is the largest type of vocabulary simply because it includes the other three.

b. Listening vocabulary

A persons' listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

c. Writing vocabulary

A persons' writing vocabulary is all the words he or she can recognize when employ in writing. Words are used in various forms of writing from formal essays to social media feeds. Many written words do not commonly appear in speech. Writers generally use a limited set of words when communicating, for example:

- 1) If there are a number of synonyms, a writer will have his own preference as to which of them to use.
- 2) He is unlikely to use technical vocabulary relating to a subject in which is he does not interest. Try to the previous vocabulary types, the writing vocabulary is stimulated by its user.

d. Speaking vocabulary

A persons' speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused.

This misuse- though slight and unintentional- may be compensated by facial expression, tone of voice, or hand gesture.

Nation (1990) has been divided vocabulary in the specific reference, such as:

- a. Receptive vocabulary: knowing a word that is able to recognize it when it is heard (what is the sound like?) or when it seen (what does it look like?) and having an expectation of what grammatical pattern the word will occurrence. This includes being able to distinguish it from word with a similar form and being able to judge if the word from sounds right or look right.
- b. Productive vocabulary: knowing a word that is able to pronounce, how to write and to spell, how to use it in grammatical pattern along with the word in usually collocates with it, it also involves not using the word too often if it is typically a low frequency word and using it in a suitable situation using the word to stand for the meaning it represents and being able to think of suitable substitutes for the word if there is any.

Aeborsold and Field (1997) classified vocabulary into two terms they are:

- a. Active vocabulary refers to items the learner can use appropriately in speaking or writing and it is also called as productive vocabulary, although, in fact, it is more difficult to put into practice. It means that to use the productive vocabulary, the students are supposed to know how to pronounce it well, they must know and be able to use grammar of the language target, they are also hoped to familiar with collocation and

understand the connotation meaning of the words. This type is often used in speaking and writing skill.

- b. Passive vocabulary refers to a language items that can be recognize and understood in the context of reading or listening and also called as receptive vocabulary. Passive vocabulary or comprehension consist of the words comprehend by the people, when they read and listen.

From the explanation above, we know that every experts in every book is different in classifying the kinds of vocabulary, because every person has different ways in showing and telling their opinion and ideas. It means that vocabulary is of kinds function and content words.

2.1.3. Vocabulary Based on Parts of Speech

All the words in the English language are divided into nine great classes are called the parts of speech. They are article, noun, adjective, conjunction, pronoun, verb, adverb, preposition and interjection. Of these, noun is the most important, as all the others are more or less dependent upon it. In this research, the researcher focused on noun, verb, adverb and adjective for Second Grade of Junior High School in English lesson. Noun signified the name of the person, place or thing and ideas, leading nouns to make up a huge portion of practically any dictionary. For example cat, tiger, Annisa, and book. Verbs indeed the parts of speech responsible for telling us what nouns are doing or experiencing. But verbs were not always the action-packed words you might expect. For example run, sit, drink,

and eat. Adjective used to modify nouns or pronouns in some way usually by providing extra details about them, for example beauty, clever, ugly and stupid. Adverbs used to provide more details and describe verbs, adjectives and even other adverbs. These words frequently ending in '-ly' (such as 'happily') and are often modified versions of their adjectival cousins (such as 'happy'), for example surely, happily, and sadly.

Nouns refer to people, things, concepts, and other objects around us in the world. They are the original and central building blocks of language. Very young children, for example, will use nouns as though they were entire sentences - they'll say "milk" or "dog" when they mean "bring me some milk" or "look at that dog. Only later do they learn how to use verbs to specify actions relating to nouns, or use adjectives/adverbs to provide descriptions.

Verbs are important because you can't have a sentence without them and they clarify the intensity of feeling. They describe the movements and feelings of life. That being said, I would say adjectives are a close second. Verbs are a necessary component of all sentences. Verbs have two important functions: Some verbs put stalled subjects into motion while other verbs help to clarify the subjects in meaningful ways.

A verb is often defined as a word which shows action or state of being. The verb is the heart of a sentence - every sentence must have a verb. Recognizing

the verb is often the most important step in understanding the meaning of a sentence. In the sentence the dog bit the man, bit is the verb and the word which shows the action of the sentence. In the sentence the man is sitting on a chair, even though the action doesn't show much activity, sitting is the verb of the sentence. In the sentence she is a smart girl, there is no action but a state of being expressed by the verb is. The word be is different from other verbs in many ways but can still be thought of as a verb.

In every language, adjectives are important elements of sentences. Using adjectives means that we can express the quality of any person or object. Without adjectives we could not say how any object looks like. Not only pronouns and adjectives are the words which are used for description of something or somebody. In addition; when we read a paper which is a descriptive one, adjective help us to picture the content of what we read about. Adjectives are important because they are describes a noun (person, place, or thing), tell more about a noun (person, place, or thing), make sentences more interesting and affect the meaning of sentences. Whenever we use adjectives, they make our writings more visual and vivid. Our readers will get a better idea of what we wish them to picture when they read our writings. It appeals to our readers' senses; therefore, they can hear, see, touch, taste, and even smell what you're describing.

Adverbs help to describe the verb in the sentence to give the reader a better picture of what the author is trying to convey throughout the sentence.

An adverb is a part of speech. It is any word that modifies any part of language other than a noun (modifiers of nouns are primarily adjectives and determiners). Adverbs can modify verbs, adjectives (including numbers), clauses, sentences and others. Adverbs typically answer questions such as *how?*, *in what way?*, *when?*, *where?*, and *to what extent?*. In English, they often end in *-ly*. This function is called the adverbial function, and is realized not just by single words (i.e., adverbs) but by adverbial phrases and adverbial clauses.

Based on the explanation above the researcher had chosen four parts of speech including noun, verb, adjective and adverb those, commonly used and more useful in daily conversation and vocabulary in Junior High School students.

2.1.4. Concept of Teaching Vocabulary

Teaching is a process transfer information or knowledge between teacher and students in the classroom, outdoor or in door, the act of giving information. Good technique is needed in a process of teaching vocabulary in order to help the students get the meaning and use the words. Gnainoska (1998:12) states that teaching vocabulary can be meaningful if the teacher can conduct the teaching process by combining the available technique of teaching. It is hoped will be more enjoyable, interesting, and motivating so that, the students will not be bored in the teaching learning process. In this research will take only four aspects of vocabulary, noun, adjective, verb and also adverb.

Furthermore, Sutarjo (1998:24) states that there are five possible ways of teaching vocabulary. First way is teaching vocabulary through creativity. By using this technique, the teacher allows the students to decide what they want to learn. The teacher can use such a technique, to encourage the students to be creative for producing the vocabulary, such as using picture, puzzle, providing keywords, and game. The second is teaching vocabulary through context clues. In this technique, the teacher can use a context clue in surrounding context, for example give the antonym and synonym. The third is teaching vocabulary through translation. This technique is considered as ancient one and here the teacher teaches the meaning of the word through translation. The fourth way is teaching vocabulary through guessing. In this case, the teacher can encourage the students to guess the word first and then consult it. To guess the right word, a student should have a good rationale. The teacher can draw five pictures on the board and then teacher pronounces the word and asks a student to point the picture mean. The last is teaching vocabulary through derivation. This technique requires the teacher to involve the four classes of words on the basis of their position of occurrences in English sentence pattern. The teacher can give noun, verb, adjective and adverb. According to those five possible ways of teaching vocabulary, the researcher applied picture series as a technique in this research. Teaching vocabulary is the vocabulary teaching process in order to help the students get the meaning and use the words. It also including meaning, pronunciation and spelling to teach the vocabulary.

In order to improve students' vocabulary mastery the teacher should use appropriate technique, teaching method, and teaching aid. By using them, it will be easy for the students to be active and motivated in learning process, which can be hoped as the way to explore their interest and progress in addition it can be used to overcome the monotonous teaching and learning process.

Schaefer (2002:1) states that good vocabulary teaching is the reaction of context in which the students constantly use relevant vocabulary teaching in their reading, listening, writing, and speaking. Diamond and Gutthlon (2006:4) states that teaching vocabulary should provide students with opportunities to encounter words repeatedly and in more than one context. Teacher also should be considered to the vocabulary that will be taught.

The teacher must select the vocabulary based on the curriculum. Bismoko (1976) states that the teacher must select the words which can be learned once in time, which words should be chosen for teaching and which one should be left out. In teaching vocabulary the teacher should be careful in selecting the words. According to Harmer (1993) a general principle of vocabulary selection has been that of frequency. Teacher can decide which word they should teach of how frequently the words that are used by speakers of the language.

2.2. Concept of Picture

Picture is the most commonly used by teacher in teaching materials in the school. So that, the students prefer picture than text, especially if the picture is created and

presented with the good of requirements, will certainly add the spirit of the students in following the learning process. In teaching English, use of picture has important roles. The first role is to help teachers to manage the process of teaching and to use the classroom time wisely. The second, by using picture, students will be more interested and eager to learn the material which is given.

Hamalik (1994:95) defined picture is everything that is visually transformed into two dimensional shapes as the flow or a variety of thoughts such as painting, portraits, slides, film, strip, opaque projector. Based on definition above, it can be concluded that picture is a manifestation symbol of imitation of objects, landscape, flow of thoughts, or ideas are visualized into two dimensional shapes.

One of visual aids that can be used for teaching vocabulary is the picture. Silbert (1997) says that picture is kind of interesting visual aid which is able to give motivation and good impression for the students, so that the students can memorize the words related to the picture. |According to Hamalik (1982:28), picture can make the students sure about the things they deal with, so they really know the thing they see.

Some studies shows that picture are able to improve students' vocabulary mastery. Yosi (2012:14) says that use of picture is more efficient and simple than words or texts, they are easier to recall and to remember than words, furthermore they expose real life situation although it happened a long time ago. Picture also can represent images from ancient times or portray the future. It is in harmony with

Mason's research (2003:5) about using picture as a media for teaching vocabulary. He found that picture can enable students to memorize vocabulary in their mind longer, either in form or in meaning. He proved that the students who were taught by using picture as the media could retain the words longer than the students who were taught without media.

2.2.1. Function and Characteristics of Picture

a. Function of Picture

The main function of the picture media is a tool of learning which is used by teacher to convey the material. Setiawan, et.al. (2010:18) stated that there are several functions of picture. First function, it can provide visual illustrations that interesting for students. Second function, it can be explain what cannot be described verbally. Third picture can motivate the students and make them want to pay attention and want to take apart. Picture can be described an objective way or interpreted or responded to subjectively and it can cue responses to questions or cue substitutions through control practice. The last function of picture it can stimulate and provide information to be referred to in conversation, discussion and storytelling.

b. Characteristics of Picture as Good Media Education

Daryanto states (2010:5), there are some characteristics of the picture media:

1. Picture must be authentic, it means that it can describe an object or event as if the students see it directly

2. Picture must be simple, its composition must quite clearly shows the main parts in the picture
3. Picture must have a proposional size, so that students will be easier to imagine the real size of the object
4. Picture must combine beauty with suitability to achieve learning objectives. In the other words, picture have to appropriate with the learning objectives
5. Picture must have message. Not all the picture media are good media. The best one is the picture must easy to understand.

2.2.2 Teaching Vocabulary through Picture Series

Teaching vocabulary through picture series, beside the teacher can use media to teach English, especially vocabulary. Using Picture it can be more easier to teach the vocabulary, teacher can teach about everything around us. It makes the students get more knowledge, get spirit or motivation and they will enjoy their learning process. For the teacher, they explored their creations or innovations to make or to found media in teaching English, especially for vocabulary. Teacher taught the vocabulary through picture series includes noun, verb, adjective and adverb. Teaching process was used the series of picture and taught about pronunciation and meaning of the words. For example, the researcher taught about Pets, she explained and showed the picture one of animals and also about its activity.

Teaching vocabulary is very important. It is very important because without vocabulary students cannot speaking, writing, and cannot understand the meaning

of sentences or cannot understand what the people say. From the explanation above, we as a teacher should be able to make the children get the spirit in learning foreign language vocabulary, so they want to study hard. In addition to providing motivation, we as teachers must also have a special way to deal with children who are less enthusiastic or not in the learning process. The teacher must be able to get innovation, to find the methods or techniques that are suitable to teach and able to improve students' knowledge. For example, teaching vocabulary using picture or flash card. Picture is a thing that can make us understand about something. We can use it as media in learning English. We can find pictures from books or the internet.

There are many kinds of pictures which can help the teachers to teach vocabulary in the learning process. It is very interesting because teacher and student will get benefit from that method. Beside that, the student will enjoy in the learning process. Sometimes they are difficult to study, but they want to playing and playing. As a teacher, we must able to control and get innovation how to handle this condition.

For example, teaching vocabulary using pictures as media. "Picture and pictures stories: many communication activities can be stimulated through the use of pictures (e. g. Spot the differences, memory test, sequencing pictures to tell a story)." (Nunan, 2004: 58). It means that the picture will makes the students easily to remember and to understand the vocabulary. Teaching vocabulary using pictures will make students easy to understand because they know directly the

things or subject, for example there is a car. The teacher shows the picture of car. This way will make students easy to remember what they learn about. Teaching vocabulary using pictures series is the branch of Direct Method. It is because teaching using picture as media is explain about something to the students that showing the picture as the meaning of something without translation. In this term, when the teacher will introduce the new words, the teacher should not translate the meaning of word, but the teacher should use the other ways, such as show the real things, describe the things, show the pictures, show use the gesture, and the other.

2.2.3 Types of Picture

Through picture presentation, people are able to reach outside their minds. Picture that they can see always lead to the reality of their minds. But the realities that have been presented by picture depend on the types of the picture. There are two kinds of picture that Szyke (1981) finds especially useful as searching aids are:

- a. Picture of individual persons or thing may be used mainly at the elementary level, to introduce or test vocabulary items, for example: a man and a cat. Portrait is picture which is showing people in close details, it is useful for intermediate and advance learners. The students can be asked question about the age and profession of the model.

- b. Picture of situation in which person and object are “in action” between object and people can be perfect teaching aid for introducing or reviewing grammatical or structures.

- c. Types of picture according to Wright (1989) are:
- a. Picture of single object
 - b. Picture of person: picture of famous person, picture of several person and picture of people inaction.
 - c. Pictures of places
 - d. Pictures from history
 - e. Pictures with a lot of information
 - f. Pictures of fantasies
 - g. Pictures of the news
 - h. Pictures of maps and symbols

According to Bowen (1988) there are some types of picture based on their shapes:

- a. Wall charts
- b. Wall pictures: is simply a large illustration of scenes or events. It is usually to be used with the whole of class.
- c. Sequence picture is a series of pictures of single subject it is function is tell a story or a sequence of events.
- d. Flash cards
 - 1) Word flash cards; card with printed words on it can help up rapidly, the cards can be used to demonstrate exactly what the teacher wishes.
 - 2) Picture flash cards; useful for the representation of a single concept, such as an object or in action.
- e. Work cards

Includes visual as well as text magazine pictures drawing maps and diagrams can be important part or work cards at all levels used for variety of purposes.

Meanwhile, Yunus (1981) in his book grouped the picture into four groups:

a. Composite picture

These are large single pictures, which show a scene (hospital, beach, canteen, railway station, street) in which number of people can be seen doing things

b. A picture series

A picture series is a number of related picture linked to form a series of sequences.

c. Individual picture

These are single pictures of objects, person or activities such pictures vary in size from small newspaper picture and can be mounted singly.

d. Specialized pictures (posters, charts, advertisements, brochures).

The description above is about types of picture that can be used in teaching learning process, which the language teacher helps the students enter to an imaginative experience beyond the classroom. And in this research the researcher used picture series to conduct the research.

2.2.4 Strengths and Weakness of Using Picture in Teaching Vocabulary

Applying picture in teaching learning process is of course intended to enable the students to achieve the language taught. The use of picture has some valuable advantages and disadvantages.

a. Strengths of Using Picture

Using Picture media is commonly easy to understand by students. Based on Sadiman, there are three strengths of picture. The first picture is more realistic than verbal media. In the other words, picture media can present the object or thing with the same shape of their original. The second, picture can explain a material clearly in all kinds of field. The last it is cheap.

Following are some opinions concerning with the advantages of using pictures, according to Gerlach (1980):

1. They are inexpensive and widely available
2. They provide common experiences for entire group
3. The visual detail make it possible to study subject, which would turn back to be impossible
4. They can help you to prevent and correct disconcertion
5. They offer a stimulus to further study, reading and research visual evidence is power tool
6. They help to focus attention and to develop critical judgment
7. They are easily manipulated.

b. Weaknesses of Using Picture

According to Sadiman et.al. (2010:31), the weaknesses of using picture is only emphasizes to the visual side of the students, therefore the size of the picture that is used in the classroom is very limited for a large group of students. The last weaknesses of using picture is too complex, not effective enough for the learning vocabulary. The other some advantages of pictures used in teaching and learning process, such as:

1. Students pay attention on the picture more than learned material
2. It takes time and costs much to provide attractive pictures
3. Small and unclear pictures may arouse problems in the teaching learning process since the students may misunderstand about the picture.

Possible ways to overcome them are:

1. Teacher should avoid using pictures or photographs attract more intention to them than to the activity. He also should control the students' activities including their attention during the teaching learning vocabulary process.
2. The teacher should make or choose attractive simple picture to avoid wasting time and money.
3. The teacher should make or choose big and clear enough pictures to avoid misunderstanding about the pictures.

2.3. Procedure of Teaching English Vocabulary through Picture Series

For this research, the researcher will use the following steps:

1. Pre-activities

- a. The teacher greets the students and asks about their condition. For example
“good morning class, how are you today?”
- b. The teacher introduces the topic today by giving questions.

2. While – Activities

- a. The teacher shows the picture series to the students.
- b. The teacher asks the students to find out noun, adjectives and verb of the picture series.
- c. The teacher gives the meaning of the words to the students.
- d. The teacher gives the correct pronunciation of the words to the students in front of class.
- e. The teacher asks the students to make simple sentence by using vocabulary that has been taught.
- f. The teacher asks the students to do the exercise

3. Post – Activity

- a. The teacher gives feedback about the pronunciation
- b. The teacher reviews the lesson.
- c. The teacher asks the students to remember the vocabulary that have been learned
- d. The teacher asks the students whether there are any difficulties in this topic.
- e. The teacher closes the meeting lesson.

2.4. Theoretical Assumption

There are many factors that influencing the learning achievement there are external and internal factors. One of the external factors that can influence the students' learning achievement is learning media. Therefore, learning media is one of the important components in order to make the learning process effective and interesting. Took from the theories, it seems that using picture media can improve the students' vocabulary achievement. It can give the biggest influence among the other kinds and it will be easier for students to understand the new words. Besides that, it is also can make the learning activity more interesting.

The students that are taught using picture can increase their vocabulary because they are easier to understand, teacher also can be easier to explain the material. The researcher assumes that using picture media is able to change an abstract knowledge to be concrete which can increase students' vocabulary mastery. Hopefully, by using picture the students' result in English will increase, and the goal of teaching learning activity will be achieved.

2.5. Hypothesis

Referring to the theories and theoretical assumption above, the writer formulated the hypothesis as follows:

- 1.) There is significant difference of students' vocabulary achievement in pretest and posttest after being taught through picture series at the second year students of SMPN 01 Tanjung Raja.

2.) There is improvement of students' vocabulary achievement after being taught through picture series at the second year students of SMPN 01 Tanjung Raja.

III. METHODOLOGY

This chapter explains about design, population, sample and sampling technique, research instrument, data collecting technique, data analysis and hypothesis testing.

3.1. Design

This research is quantitative. Quantitative is a kind of research in which the data tend to use statistics as measurement in deciding the conclusion. The researcher took one class out of three classes where the students received the pretest before three times treatments and after the treatments they received posttest. The treatments were given to the students by using picture series. The pretest was used to find out the students' vocabulary achievement before the treatment and the posttest was used to see how far the improvement of the students' vocabulary achievement after the treatments. So the researcher used one group pretest posttest design. The research design is illustrated below:

T1 X T2

T1: pretest

X: treatments (picture series)

T2: posttest

(Hatch and Farhady, 1982)

3.2. Population and Sample

The population of this research was the second grade students of SMPN 01 Tanjung Raja academic year 2015/2016. In relation to the design, the researcher took only one class to conduct the research out of three classes in grade eight. And the researcher took class 8A as the experimental class. The sample was selected by using lottery. It was put into a closed glass. Then, the researcher took one of the papers randomly. And the researcher found class 8A as the experimental class. In average, there were about 30 students in one class. This research was conducted in six meetings, which one meeting was for tryout, one meeting for conducting pretest, three meetings for conducting treatments, and one meeting for conducting posttest.

3.3. Research Instrument

To know the students' vocabulary achievement before and after they were given the treatment, the researcher used test as the instrument and is there any improvement of students' vocabulary mastery through picture series. In this research kind of instrument that would be used was multiple-choice test to know students' vocabulary achievement in try out, pretest and posttest. There were about sixty items or questions in this test which consists of four options in each question for try out and forty items or questions in this test which consists of four options in each question for pretest and posttest.

3.3.1. Try out the Instrument

The researcher tried out the test items to know whether the items is good quality or not, before using for pretest and posttest. There were about sixty items or questions in this test which consisted of four options in each question for tryout. The questions consisted of noun, verb, adjective and adverb. The test items for tryout are presented in the following table of specification.

Table 1. Table of Specification of Tryout

NO.	Materials	Number of Items	Percentage
1.	Verb	3,5,8,9,13,18,27,43,47,54,	17%
2.	Noun	4,6,11,14,19,20,24,28,32,33,36,37, 38,39,45,46,48,53,55,56,57,59,60	39%
3.	Adjective	1,2,12,15,25,26,31,34,40,42,49,51,52,58,	24%
4.	Adverb	10,16,17,21,22,23,29,30,35,41,44,50,	20%
	Total	Numbers 60	100%

The table above shows specification of tryout of each aspect where verb was 17%, noun was 39%, adjectives was 24%, and adverb was 20%. It means that noun was the highest percentage and verb was the lowest percentage in tryout.

Table 2. Table of Specification Items of Pretest and Posttest

NO.	Materials	Number of Items	Percentage
1.	Verb	5, 18, 27, 3, 8, 43, 47, 54	20%
2.	Noun	4, 6, 20, 28, 32, 36, 46, 55, 57, 59, 24, 37, 39, 45, 53, 56, 60	42.5%
3.	Adjective	1, 2, 15, 31, 49, 52, 12, 26, 40, 51	25%
4.	Adverb	17, 29, 30, 50, 16	12.5 %
	Total	40	100%

From the tabel 2 above it can be seen that, noun is 42.5%, verb is 20%, adjective is 25% and adverb is 12.5%. It means that noun is the highest percentage items while the lowest is adverb.

3.3.2. Validity of the Test

The validity of the test is the extent to which it measures what it is supposed to measure and nothing else (Heaton, 1991:159). To measure whether the test has good validity, researcher analyzed the test from content and construct validity. According to this validity the test should represent the material that has been taught in the class and for the detail result of validity (see appendix 5). The items in the test of vocabulary were based on the KTSP Curriculum of Junior High School. To fulfill this validity, the researcher saw all the indicators of the instrument that represented the material measured or not. In this research, the researcher arranged the instrument and made the instrumentrelated to vocabulary of content words (noun, adjective, adverb, and verb).

1) Content validity can be examined from table of specification. If the table represents the material that the researcher wants to test, then it is a valid test from point of view (Sohamy, 1985:74). In the content validity, the materials given were suitable with the school curriculum. The researcher used the table of specification to check content validity of the test items. The table of specification was used to determine which test was more relevant to our particular situation and was also necessary to check whether test item has good content validity. The content validity was constructed by including vocabulary material presented in training they are verb, noun, adverb and adjective.

2) Construct validity is focused on kind of the test that is used to measure the ability. According to Setiyadi (2006), if the instrument just measures one aspect, for example vocabulary; the construct validity can be measured by evaluating all items in the test. If all items have measured vocabulary of the students, this instrument has fulfilled the construct validity.

The validity items of this research is 1, 2, 3, 8, 12, 14, 15, 16, 17, 18, 20, 24, 26, 27, 28, 29, 30, 31, 32, 36, 37, 39, 40, 43, 45, 46, 47,49, 50, 51, 52, 53, 54, 55, 56, 57, 59, 60. With pq 9.1, varians total 93.

3.3.3. Reliability of the Test

Reliability refers to the extent to which the test is consistent in its score, and gives indication of how accurate the test score is (Hatch and farhady, 1982:244).

Setiyadi (2006:16) states that reliability is a measure that refers to the extent in which measuring devices can produce the same size, although done at different time and under different condition.

In this research to know the reliability of the test items, the researcher used K- R 20. The formula is as follows:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(\frac{V_t - \sum pq}{V_t} \right)$$

Where:

r_{11} = Reliability test

K = the items

V_t = Total variance

p = subject proportion who has right answer (scored 1)
 Subject score 1

q = 1 - p

In this research the result of reliability test had compared between r_{11} and r_{tabel} , the significance was 1%. If $r_{11} > r_{tabel}$ then, test was reliable or consistent. In this research coefficient reliability was 0.9 (see appendix 5).

3.3.4. Result of the Tryout

Before conducting the research, the researcher administered try out. It was administered to students in class 8B SMPN 01 Tanjung Raja. The type of this test

was multiple choices. The try out was aimed to test and determine the quality of the test, which were used as the instrument of this research. It was also to know whether test was appropriate and could be used as an instrument for collecting data of the research. The validity and reliability were good determined because they fulfilled the criteria of the test.

The number of try out items was 60, but 20 items did not fulfill the requirement of good validity. Based on the analysis, the researcher got 40 valid items that could be used in the research for the pretest and posttest. The researcher decided to omit 20 items which were not valid.

3.4. Scoring System

The form of the vocabulary test that was used in this research was objective tests in the form of multiple choices with four alternative answers. In scoring the students result of the vocabulary test, one of the right answer was scored 2.5, for example if the students got 20 right answers it meant she got score 50 from $20 \times 2.5 = 50$, and wrong answer was scored 0.

$$S = 2.5 \times R$$

Where:

S = the score

R = the total right answer

3.5. Research Procedures

The research procedures are as follows:

- a. Determining the research problems
- b. Determining the research design. The researcher uses Pretest Posttest design to test the research.
- c. Determining the population and sample. The sample of the research is determined through simple random sampling using lottery.
- d. Administering the pretest. The researcher gives the pretest to know the basic of students' vocabulary achievement before being taught by using picture series.
- e. Teaching material by giving the treatment in the class.
- f. Giving post-test. Posttest was given after the treatment. This test is designed to know the improvement of students' vocabulary achievement.
- g. Analyzing the data or score of pretest and posttest. The researcher is analyzing the data by comparing the average score of the pretest and posttest. The average score is to know the difference of the students' vocabulary achievement through picture series.
- h. Reporting and discussing the result.

3.6. Data Collecting Technique

In this case to collect the data, the researcher used pretest and posttest to know whether there is improvement of students' vocabulary achievement before and

after being taught picture series. The data of this research was score of the student's vocabulary test before and after the treatments.

In collecting the data, the researcher used the following steps:

a. The Pre-Test

This test was given before giving the treatment to know how far the students ability. In experiment class the tests were given in the second meeting, the pre-test was conducted to know the students' vocabulary achievement before giving them the treatment by using picture series. The total items for pretest were 40 items of multiple choices. The items which were not valid for the pre-test were item: 7, 9, 10, 11, 13, 14, 19, 21, 22, 23, 25, 33, 34, 35, 38, 41, 42, 44, 48, 58.

b. The Post-Test

The post-test was given after conducting the treatment (experiment) to the students in experiment class. This test was to know students' vocabulary achievement after they received the treatment. There were 40 items of multiple choices in posttest. The valid items for post-test were same as pretest, while the number of items in posttest arranged differently from pretest.

3.7. Data Analysis

After conducting pretest and posttest, the researcher analyzed the score of the students. The researcher examined the students' score by using the following steps:

1. Scoring the pretest and posttest
2. Arranging the score from pretest and posttest
3. Analyzing Descriptive statistic average score of pretest and posttest
4. Inferential statistic using normality test and homogeneity test (pre requisite test)
5. The hypothesis test using T-test.

3.8. Hypothesis Testing

The hypothesis was about to know whether there was significant difference of students' vocabulary achievement in pretest and posttest after being taught through picture series at the second year students of SMPN 01 Tanjung Raja or not and there is improvement of students' vocabulary achievement after being taught through picture series at the second year students of SMPN 01 Tanjung Raja or not.

Hypothesis of this research used hypothesis test of t-test, the formula is as follow:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S_p \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad \text{and} \quad S_p^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

The hypothesis of this research was:

H_0 :1.) There is no significant difference of students' vocabulary achievement in pretest and posttest after being taught by using picture series at SMPN 01 Tanjung Raja.

2.) There is noimprovement of students' vocabulary achievement after being taught by using picture series at SMPN 01 Tanjung Raja.

H_a : 1.) There is significant difference of students' vocabulary achievement in pretest and posttest after being taught by using picture series at SMPN 01 Tanjung Raja.

2.) There is improvement of students' vocabulary achievement after being taught by using picture series at SMPN 01 Tanjung Raja.

The criterion test for accepting hypothesis, If $t_{count} < t_{tab}$, then H_0 was accepted, and If $t_{count} \geq t_{tab}$, then H_0 was rejected. For SPSS, Sig < 0.05, H_0 was rejected.

V. CONCLUSION AND SUGGESTION

In this chapter, it was written about the conclusion and suggestion based on the research, which includes the researcher's research.

5.1. Conclusion

Based on the data analysis and the result of discussion of findings, it can be drawn that there is significant difference of students' vocabulary achievement in pretest and posttest after being taught through picture series at second year students of SMPN 01 Tanjung Raja and there is improvement of students' vocabulary achievement after being taught through picture series at second year students of SMPN 01 Tanjung Raja. The average score pretest is 54.00 and posttest is 80.16. So, hypothesis H_0 (There is no significant difference of students' vocabulary achievement in pretest and posttest after being taught by using picture series at SMPN 01 Tanjung Raja and there is no improvement of students' vocabulary achievement after being taught by using picture series at SMPN 01 Tanjung Raja) was rejected and the alternative hypothesis H_a (there is significant difference of students' vocabulary achievement in pretest and posttest after being taught by using picture series at SMPN 01 Tanjung Raja and there is no improvement of students' vocabulary achievement after being taught by using picture series at

SMPN 01 Tanjung Raja) was accepted. It means, the vocabulary achievement improved in posttest.

5.2. Suggestions

Based on the result of the research and the conclusion above, the researcher would like to propose some suggestions as follows:

1. It is suggested that English teachers which were use picture series as media in teaching process since the result of this research has shown that the students' vocabulary achievement was higher after being taught by using picture series.
2. In teaching vocabulary through picture series, the teachers should introduce and explain the meaning of the words using picture series. The teachers should choose an interesting picture which is appropriate with the learning material which will be taught. She/ he should explained about the content of words, they are; noun, verb, adjective, and adverb.

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