

**IMPROVING STUDENTS' VOCABULARY ACHIEVEMENT THROUGH  
PICTURE SERIES AT THE SECOND GRADE OF SMPN 8 BANDAR  
LAMPUNG**

**(An Undergraduate Thesis)**

**By**

**Della Aprilya Sari**



**FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF LAMPUNG  
BANDAR LAMPUNG  
2022**

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LAMPUNG**

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**Della Aprilya Sari**

**An Undergraduate Thesis  
Submitted in a Partial Fulfillment  
of The Requirements for S-1 Degree**

**In**

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



**FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF LAMPUNG  
BANDAR LAMPUNG  
2022**

## **ABSTRACT**

### **IMPROVING STUDENTS' VOCABULARY ACHIEVEMENT THROUGH PICTURE SERIES AT THE SECOND GRADE OF SMPN 8 BANDAR LAMPUNG**

**By**

**Della Aprilya Sari**

The objectives of this research were to see whether any significant improvement of students' vocabulary achievement after being taught through picture series and to find out which type of vocabulary has the most significant improvement after they are taught through picture series. The population of this research was the second grade of SMPN 8 Bandar Lampung in the academic year 2021/2022. The sample of this research was VIII H Class which consist of 30 students.

The design used was the one group pre-test post-test. Vocabulary test was the instrument to measure the pre-test and post-test. The mean score of pre-test and post-test analyzed by Paired Sample T-Test to find the significant improvement of students' vocabulary achievement. Furthermore, the mean of pretest is 64.33 while the mean of posttest is 75.20, with the N-gain number is 0.3047. The results of the t-value (9,201) is higher than the t-table score (2,1315) with the significance of the two-tailed 0,000 lower than 0,05. It means H1 is accepted. It can be concluded that there is an improvement in students' vocabulary achievement after implementing picture series in the learning process.

The students' scores in all types of vocabulary were increased. However, the most improved aspect was noun. The mean of this aspect in posttest (11,3) was higher than the mean in pretest (7,3) with the gain of 0,45977.

***Keywords: Picture Series, Vocabulary Achievement, Types of Vocabulary***

**Research Title**

**: IMPROVING STUDENTS' VOCABULARY  
ACHIEVEMENT THROUGH PICTURE SERIES AT  
THE SECOND GRADE OF SMPN 8 BANDAR  
LAMPUNG**

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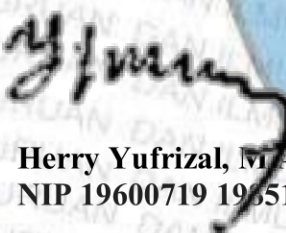
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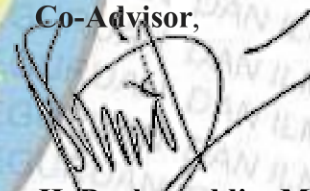
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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, maka sepenuhnya akan menjadi tanggung jawab saya.

Bandar Lampung, 03 February 2022

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## **CURRICULUM VITAE**

The writer's name is Della Aprilya Sari. She was born in Summersari Natar, on April 19<sup>th</sup> 1999. She is the first child of a lovely couple, Ali Doni and Siti Rahma Wati. She has one younger brother named Muhammad Suada. She began her education at SDN 2 Rulung Helok and graduated in 2011. In the same year, she continued her study at SMPN 2 Natar. After graduating from Junior High School in 2014, she went to SMK Darul A'mal Metro and graduated in 2017. She continued her study at University of Lampung in 2017. She was registered as a student of English Education Study Program through SBMPTN in 2017. From January to February 2020, she did a KKN program in Sidang Bandar Anom, Mesuji and she also conducted a teaching practice program (PPL) at SMAN 14 Bandar Lampung from July to August 2020. She did her research in SMPN 8 Bandar Lampung on August 2021.



## **DEDICATION**

*By the name of Allah Subhanahu wa Ta'Ala, this script is proudly dedicated to:*

My dearest parents, Ali Doni and Siti rahma Wati, who always love, support, and  
pray for my success

My beloved younger brother, Muhammad Suada

My lecturers at English Education Study Program

My beloved friends in English Education Study program 2017

My alma-mater, University of Lampung

## MOTTO

فَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَرَهُ

*"... Maka barangsiapa mengerjakan kebaikan seberat zarrah, niscaya dia akan melihat (balasan)nya ..."*

-QS. Al-Zalzalah : 7-



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Indeed, without any supports, encouragements, and assistances by several generous people, this work would never have come into existence. Thus, the writer would like to express her sincere gratitude and respect to:

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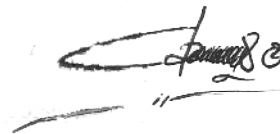
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The writer realized that this undergraduate thesis is far from perfection. There might be weaknesses in this research; comments, critics, and suggestions are needed for better research in the future. Hopefully, this undergraduate thesis would give a positive contribution to educational development or for further research.

Bandar Lampung, 03 February 2022

The writer,

A handwritten signature in black ink, appearing to read 'Della Aprilya Sari', with a stylized flourish at the end.

Della Aprilya Sari

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## **I. INTRODUCTION**

This chapter discusses the reasons for conducting the research and it deals with several points: an introduction that concerns with the background of the research, research questions, objectives of the research, significances of the research, scope of the research and definition of terms that will be elaborated in the following section.

### **1.1. Background of the Research**

Learning English as a foreign language in Indonesia, of course, requires students to achieve good knowledge of the target language. Students are required to master four language skills; listening, speaking, reading, and writing. The role of vocabulary in learning foreign languages cannot be avoided. Vocabulary mastery will greatly help students in mastering English and the four language skills. As evidenced by (Alhaqtahtani, 2015), vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. According to (Stahr, 2008) that Learners' receptive vocabulary size was found to be strongly associated with their reading and writing abilities and moderately associated with their listening ability.

Vocabulary mastery is the ability to get or receive many words. However, the problem often faced by students in learning a foreign language is a limited

vocabulary. Due to limited vocabulary, students will find it difficult to communicate and capture information orally or in writing. Few research indicate that teaching vocabulary can be considered as problematic, as some teachers are not really sure about the best practice in the teaching and sometimes not really aware how to start forming an instructional emphasis on the vocabulary learning (Berne & Blachowicz, 2008). For this problem, the researcher needs suitable media or strategies to help students master vocabulary.

The efficiency of the use of media depends on how well a teacher determined and manipulated the good media for children (Arianto, 2005). A previous study conducted by Anitah adopted by Erlina (2012:8) pointed out that picture is the media which most commonly use in study. Some excess of the picture is concrete character, can overcome limitation, the price is cheap, easy to make and also used in the class. It means that pictures are possible to be used in teaching vocabulary because pictures are commonly used in the study.

Furthermore, Raimes (2001:277), states that because everybody likes to look at pictures, their use in the classroom provides a stimulating focus for the students' attention. The arguments that pictures series can be used in teaching vocabulary are supported by the numerous studies above. This makes the writer more confident that the use of media picture series will help students in learning vocabulary.

Based on the statements above, the researcher wants to know whether the use of picture series media using recount text could improve their vocabulary achievement or not on the second-grade of SMPN 8 Bandar Lampung. Besides

what makes this research different from other studies using picture series media is that this research will examine the improvement of vocabulary using this media.

### **1.2. Research Questions**

In this research, the researcher clarified the following research questions:

1. Is there any significant improvement of students' vocabulary achievement after being taught through picture series?
2. Which type of vocabulary has the most significant improvement after they are taught through picture series?

### **1.3. Objectives of the Research**

Based on the research questions above, the researcher classified the following objectives of the research:

1. To see whether any significant improvement of students' vocabulary achievement after being taught through picture series.
2. To find which type of vocabulary has the most significant improvement after they are taught through picture series.

### **1.4. Significances of the Research**

The writer hopes this research has some benefits in the English teaching at learning process, especially in learning vocabulary. There are two kinds of benefits in this research, theoretically and practically.

1. Practical benefit
  - a. For the students, by learning vocabulary, students can memorize them more easily by using picture series. They will be more interested in



learning vocabulary because it is accompanied by pictures. The writer hopes that by using picture series, students will find it easier to master vocabulary.

- b. For the teacher, by understanding the results of this study, the writer hopes that teachers can pay more attention to the media used to teach in the classroom. In addition, we hope that this research can help teachers in teaching vocabulary properly using a picture series, whereby using a picture series, the teacher can improve their ability to make innovation, creativity, and also effective strategies.

## 2. Theoretical benefit

- a. The finding of this study can be used to develop the application of the picture series media in the process of teaching vocabulary.
- b. This research can be an experience in conducting research and to be used as references for further research in finding solutions and solving problems.

### **1.5. Scope of the Research**

Certainly, this research is focused on finding an improvement of vocabulary achievement through picture series. The researcher use picture series to observe whether there is an improvement of students' vocabulary achievement in the classroom. The materials were presented based on the curriculum and students' handbook, which covers nouns, verbs, adjectives, and adverbs.

## 1.6. Definition of Terms

The definition is intended to avoid misunderstanding in the perception of some terms used in this study. They are operationally only applied to this study. The definition is as follows:

### 1. Definition of vocabulary

(Alhaqtani, 2015) vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning. In addition, Hornby (1995) defined vocabulary in three senses that cover;

- a. the total number of the words which make up a language;
- b. all the words known to a person or used in a particular book, subject, etc;
- and
- c. A list of words with their meaning.

### 2. Definition of achievement

Achievement is a thing done successfully, typically by effort, courage, or skill. In the Standards for test construction (APA, 1999) achievement is viewed basically as the competence a person has in an area of content.

### 3. Definition of picture series

According to Yunus (1981: 49), picture series is a number of related pictures which placed in a sequence.

## **II. LITERATURE REVIEW**

This chapter discusses the review of previous research, and also the review of related literature used in this study, such as the definition of vocabulary, types of vocabulary, concept of teaching vocabulary, the definition of picture, types of picture, advantages and disadvantages of using picture in teaching vocabulary, theoretical assumption, and hypotheses.

### **2.1. Review of the Previous Research**

To support this research, the writer presents several studies about the effect of picture in teaching English vocabulary previously done by another researcher. The results of their research are reviewed as follows:

This study was done by Fitriyanti (2013), Based on the research result, there was a significant difference of vocabulary that is taught through picture sequence. It could be seen from the result of the hypothesis and also supported by the data mean score of experimental class. It means that picture sequence was increasing the students' vocabulary mastery significantly. Furthermore, Syaputri (2016) was observed and analyzed the effect of picture series in teaching English vocabulary of SMPN 01 Tanjung Raja. Based on the data analysis and the result of the 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 an improvement of students' vocabulary achievement after being taught through picture series at second year students of SMPN 01 Tanjung Raja.

In another research, Nurhidayah (2017) conducted the research at the fourth grade students of SDN 1 Rajabasa Raya Bandar Lampung, the researcher concluded that picture could improve the students' vocabulary mastery. Learning vocabulary through picture helped the students to find and memorize the meaning of vocabulary easily because they can see it directly. Therefore, by using picture as media students might be easier to comprehend English vocabulary in elementary school students.

Regarding the previous research above, most of them were focused on the effectiveness of picture to improve students' vocabulary achievement. In addition, the researcher also focused to find out the effectiveness of picture series to improve students' vocabulary achievement by comparing their score in pre-test and post-test.

## **2.2. Definition of Vocabulary**

Vocabulary is central of English language teaching. Without sufficient vocabulary, students cannot understand others or express their own ideas (Clouston, 2013). Richards and Renandya (2002: 81) state that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Proven by Thanh Huyen & Thi Thu Nga (2003, in Rouhani & Purgharib 2013) who define vocabulary as a language

element that links the four language skills including listening, speaking, reading, and writing in learning a foreign language.

The other definition of vocabulary states from Hatch and Brown (1995: 1), they said that vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of language might use. Hatch and Brown (1995:1) also state that vocabulary is the only system involved of alphabetical order. Furthermore, Brown (2001: 377) views vocabulary items as a boring list of words that must be defined and memorized by the students, lexical forms are seen in their central role in contextualized, meaningful language.

Hebert and Kamil (2005) define, “vocabulary is the knowledge of meanings of words. The term vocabulary has a range of meanings. For example, some teachers use the term to mean sight-word vocabularies, referring to students’ immediate recognition of words in print; other teachers refer to words that students understand as their meaning vocabularies. Teachers use the term academic vocabulary to refer content specific words. Within this section, we use the term vocabulary to refer to students’ understanding of oral and print words. Vocabularies include conceptual knowledge of words that goes well beyond a simple dictionary definition. Students’ vocabulary knowledge is a building process that occurs over time as they make connections to other words, learn examples and non-examples of the word and related words, and use the word accurately within the context of the sentence (Snow, Griffin, & Burns, 1998).”

Based on the definitions above, the researcher concludes that vocabulary is a list of words as a basic component of learning a language to reveal something that is

in their mind, it makes students easier to learn four basic skills, namely writing, listening, speaking, and reading. Vocabulary also has an important role for learners to communicate effectively. Even though we master the grammar of a certain language but we do not have any knowledge of this vocabulary, we will not be able to communicate or express our idea using the language.

### **2.3. Types of Vocabulary**

Some experts divide vocabulary into two types: active and passive vocabulary. Hiebert and Kamil (2005: 3) propose word has two forms, first oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Second, print vocabulary consists of those words for which the meaning is known when we write or read silently. They also define knowledge of words also comes in at least two forms as follows:

- a. Productive vocabulary. Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently.
- b. Receptive or recognition vocabulary. Receptive or recognition vocabulary is the set of words for which an individual can assign meanings when listening or reading. These words are often less well known to students and less frequent in use. Individuals may be able to assign some sort of meaning, even though they may not know the full subtleties of the distinction. Typically, these are also words that individuals do not use spontaneously. However, when individuals encounter these words, they recognize them, even if imperfectly.

In addition, Hatch and Brown, (1995: 181-243) classified five kinds of vocabulary. They are follows:

a. Word Classes

It is known well as parts of speech such as noun, verb, adverb, adjective, pronoun, preposition and conjunction.

b. Word Families

It clarifies about affix and the shift of word.

Example: play-plays-played = inflected Play-replay-playful=derivatives

c. Word Formation

Word-formation can denote either a state or a process, and it can be viewed either diachronically or synchronically. Example :

1. Compounding = second-hand, word processor, typeresearcher
2. Blending = information + entertainment = infotainment
3. Clipping = electronic mail = email Influenza = flu

d. Collocation = It can be called as two words usually found together.

Example : this week, once more, once again, as well.

e. Homonyms

It has same form but different in meaning.

Example : well = sumur, left = kiriwell = baik, left = berangkat

Furthermore, 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.

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

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 from 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.

From the description above, we can see that each expert is different in classifying the types of vocabulary. I can conclude that there are various types of vocabulary based on the function and content of words, as presented by Hatch and Brown, there are word classes, word families, word formation, collocations, and homonyms, and etc. Furthermore, 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.

#### **2.4. Concept of Teaching Vocabulary**

Teaching is a learning process activity between teachers and students by paying attention to their needs, experience and expertise to learn certain things and achieve or exceed something desired. Teaching vocabulary is one of the most important components of any language class. Good technique is needed in a process of teaching vocabulary in order to help the students get the meaning and use the words. According to McCarten (2007) learning vocabulary is largely about remembering, and students generally need to see, say, and write newly-learned words many times before they can be said to have learned them. For this reason, in teaching vocabulary, teachers have to consider approaches to teaching vocabulary that can help students store the introduced vocabulary into their long-term memory. By applying such vocabulary teaching technique, it is expected students' vocabulary will add up through their learning. Gairns and Redman, Ur (1986: 60) states that there are some items need to be taught in teaching vocabulary as follows:

a. Form: pronunciation and spelling

A learner has to know what word sounds or its pronunciation and what it looks or its spelling. These are obvious characteristics and one or the other will be perceived by the learner when encountering the item for the first time. In teaching, teachers need to make sure that both of these aspects are accurately presented and learned.

b. Grammar

The grammar of a new item will be necessary to be taught if this not obviously covered by general grammatical rules. An item may have an unpredictable change of form in certain grammatical context may have some idiosyncratic with other words in sentences; it is important to provide learners with this information at the same time as teachers teach based form. When teaching a new verb, for example, teachers must give also its past form, if it is irregular (think, thought). Similarly, when teaching noun, teachers must present its plural form, if it is irregular (mouse, mice), or draw learners' attention to the noun having no plural at all (advise, information). In presenting verbs such as *want* and *enjoy*, teachers also have to present kinds of verb following them (*want to*, *enjoy-ing*).

c. Collocation

The typical collocation of particular items are another factor that makes a particular combination becomes 'right' or 'wrong' in a given context. Collocation is word partners, for example *make mistake* not *do mistake* and *do homework* not *make homework*. Therefore, this is also another information about a new item which may be worth teaching. In introducing words for

example decision and conclusion, the teacher may not that he/she takes or makes one. Collocations are often noted in dictionaries, either by providing the whole collocation under one of the head-words or by a note in parentheses.

d. Aspect of meaning: denotation, connotation, appropriateness

The meaning of a word is divided into two aspects, denotation and connotation.

Denotation refers to the literal meaning of a word, the dictionary definition. For example, the word *snake* in a dictionary, its denotative meanings is any of numerous scaly, legless, sometimes a venomous reptile having a long, tapering, cylindrical body and found in most tropical and temperate regions.

Connotation, on the other hand, refers to the associations that are connected to a certain word or the emotional suggestions related to that word. The connotative meanings of a word exist together with the denotative meanings.

The connotations for the word *snake* could include evil or danger. A more suitable aspect of meaning that often needs to be taught is whether a particular item is the appropriate one to be used in a certain context or not. For example, learners may know that *weep* is virtually synonymous in denotation with *cry*, but it is more formal, tends to be used in writing than in speech, and generally it is less common.

e. Aspect of meaning: meaning relationship

How the meaning of one item relates to the meaning of others can also be useful in teaching. There are various meaning relationships, for examples:

1. Synonyms: items that mean the same or nearly the same, for example:

*bright, clever, and smart* may serve as synonyms of *intelligent*.

2. Antonyms: items that mean the opposite, for example: *rich* is an antonym of

*poor*.

3. Hyponyms: items that serve as specific examples of a general concept, for example: *dog*, *lion*, and *mouse* are hyponyms of *animal*.
4. Co-hyponyms or co-ordinated: other items that are the same kind of things, for examples: *red*, *blue*, *green*, and *brown* are co-ordinates.
5. Superordinates: general concepts that cover specific item, for example: *animal* is superordinate of *dog*, *lion*, and *mouse*. Translation: words or expressions in the learner's mother tongue that are more or less equivalent in meaning to the item being taught.
6. Word formation: Vocabulary items, whether one-word or multi-word, can often be broken down into their component. Word formation is the creation of a new word. The mechanisms of word formation are:
  - a) Agglutination: the process of forming new words from Existing ones by adding affixes to them, like *shame* + *less* + *ness* < *shamelessness*.
  - b) Back-formation: removing seeming affixes from existing words, like forming *edit* from *editor*.
  - c) Blending: a word formed by joining parts of two or more older words, like *smog*, which comes from *smoke* and *fog*. There are two mechanisms of word blending:
    1. Acronym: a word formed from initial letters of the words in a phrase, like English *laser* from *light amplified by stimulated emission of radiation*.
    2. Clipping: taking part of an existing word, like forming *ad* from

*advertisement.*

- d) Calque: borrowing a word or phrase from another language by literal, word-for-word or root-for-root translation; for example the English phrase *to lose face*, which is a calque from Chinese.
- e) Compound: a word formed by stringing together older words, like *earthquake*.
- f) Conversion: forming a new word from an existing identical one, like forming the verb *green* from existing adjective.

## **2.5. Definition of Picture**

Picture is a visual media produced from a photograph. It is everything that formed visually into two dimensions as the outflow of various think (Asnawir, 2002: 47). Picture used almost for all levels of learning or intelligence. The use of a picture as a media or means of delivery of the lesson, not only interesting but also can bind to the attention and clarify ideas or information presented to the students of a teacher (Asnawir, 2002: 54). It is line with Noor (1981: 17) To get the ideas students do not only read and hear, but also they can see something around them, for example the teaching media which is used by teacher. Similarly, Noor mention that picture can be utilized as one of teaching aids to promote creativity, and at the same time they provide a change for both students and the teacher to maintain interest and incentive.

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. Furthermore, 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. Additionally, Finocchiaro, 1975:263 says that pictures are one form of widely-used media. Pictures are often used in teaching any subjects, not only in teaching English. Pictures can be used to attract the students' attention and make them interested in the subject given. It is because the attitude, motivation, and interest of the student are the crucial factors in determining his achievement.

In sum, picture is defined as to capture or create an image of a person or object or scene or to visualize something. In teaching English, picture that are presented in a more attractive manner, of course, will increase the enthusiasm of students in participating in the learning process.

## **2.6. Types of Picture**

People can get pictures anywhere, it may be a large and small size, with a relatively cheap price, and teachers can easily use pictures as media. According to Wright (1984:193-199), picture media have many types:

1. Check chart of the picture
2. Pictures of a single object
3. Pictures of one person
4. Pictures of famous people
5. Pictures several people

6. Pictures of people in action
7. Pictures of the news
8. Pictures of fantasies

In addition, Wright (1984:182-187) said that there are sources of the picture. They are as the following:

a. Magazines

This is a major source of useful picture material of high quality. Full-page pictures are big enough for class use while other is more appropriate for the individual.

b. Calendars

Commonly in Indonesia calendars are illustrated with written text and pictures to make it more interesting but sometimes for advertisement media.

c. Advertisements and Publicity

This includes direct mail leaflets, posters, and advertisements in magazines and newspapers.

d. Newspaper

This picture in the newspaper is usually small and too distinct for use with the whole class, but they are usually logical and linked with text, which can lead to particular activities.

e. Catalogs

In some countries, catalogs are rich of picture material.

f. Business Brochure

A business brochure is used in many offices like banks, post offices, and



universities. They showed readers written text and pictures of buildings and facilities.

g. Post Cards

Every possible subject is illustrated on a postcard. The postcard is associated with writing. For instance, when the picture on the collages at Cambridge, then a text can be given by students as if written there.

h. Reproduction of art

Painting, drawing, and photography represent an immense range of subject scene an abstract concept. The special quality of art that it is expensive and stimulating. The reproduction of art can be used for creative work.

i. Poster

Posters are designed big enough to be seen. A huge poster may show a subject or it may illustrate a lot of information.

j. Instruction

Instruction for carrying out processes such as “drop a little here” or “out” here. Are often illustrate can be in sequencing activities.

k. Course Book

There is an illustration in the course. These illustrations can be used in ways which the author doesn't suggest.

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 its function is to 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 of 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 pictures 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).

Regarding the explanation above about the types of picture that can be used in the teaching-learning process. The researcher focuses on the use of picture series. The sequences of picture show several actions is called picture series. Picture series consist of three or more pictures. It helps the students to remember the words easily. According to Wright (1989:201) sequences of picture can be kept as they are and used to contextualize a story or a description of a process. According Yunus (1981) states that “A picture series is a number of related composite pictures linked to form a series of sequences. Hence, its main function is to tell a story or sequence of events.” The researcher modified the picture series to teach vocabulary for eighth grade students of junior high school.

## **2.7. Advantages and Disadvantages of Using Picture Series**

According to Zanger (1977: 79), there are several advantages and disadvantages of picture media:

### **a) The Advantages**

1. It can stimulate and motivate students to become more observant and express themselves. It is inexpensive, may even be free, and fairly easy to locate. It can be used by an individual or in groups.
2. It can be displayed for as long as necessary so pupils can work at their own rate.
3. It is up-to-date and can bring reality into the classroom.
4. It can be used to introduce, supplement, or summarize a unit.

5. Enriches reading and can help clarify the misunderstanding.

b) Disadvantages

1. Cannot depict motion as film does.
2. If not unique can seem uninteresting to pupils.
3. Depicting a specific purpose might be difficult to locate.
4. Uneven use of the photo for children and less effective insight.

Following 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 turnback 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.

Meanwhile, according to Sadiman et.al. (2010:31), the disadvantages 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.

The writer provides several ways to overcome the weaknesses of the picture:

1. The teacher must pay attention to pictures that are suitable for student interests, including how attractive the images are to be displayed.
2. The teacher should make or select a simple picture to avoid wasting time and money.
3. The teacher should make or select a picture that is large and clear enough to avoid misunderstanding about the picture.

## **2.8. Theoretical Assumption**

Vocabulary is the most basic important thing in learning English, weak vocabulary mastery of students will prevent students from learning English, especially in four special skills, namely, speaking, listening, writing, and reading. Many factors affect learning achievement, there are external and internal factors. One of the external factors that can affect student achievement is learning media. Therefore, learning media is one of the important components that must be considered by teachers so that the learning process becomes effective and interesting. In terms of this problem, the writer believes that the use of picture series media can improve students' vocabulary learning achievement in recount text. 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 can also make learning

activities more interesting. The writer hopes that by using pictures the students' English learning outcomes will increase, and the objectives of teaching and learning activities can be achieved.

Therefore, the researcher believes that the use of picture series media will build an enjoyable and relax atmosphere which creates a good effect to help the students to remember the words easily. Useful results from the media that have been chosen will form a good perception of students and make it easier for teachers to teach vocabulary to the application of picture series media.

## **2.9. Hypothesis**

Based on the research problem, hypothesis are proposed as the provisional answer to the problems. Regarding the theoretical assumption, the researcher formulated the hypothesis as follows:

H0 : There is no significant difference of students' vocabulary achievement in pretest and posttest after being taught through picture series at the second-year students of SMPN 8 Bandar Lampung.

H1 : There is a significant difference of students' vocabulary achievement in pretest and posttest after being taught through picture series at the second-year students of SMPN 8 Bandar Lampung.

### **III. METHODOLOGY**

This chapter consists of research methodology which should be constructed thoroughly. It will be discussed about research design, population and sample, variable of the research, research instrument, data collecting technique, criteria of the test, research procedures, scoring system, data analysis, and hypothesis testing.

#### **3.1. Research Design**

This research is conducted to see the significant differences regarding the students' vocabulary mastery after the use of picture series media. To answer the questions, the writer use a quantitative approach and one group pre-test and post-test design. The pretest was used to find out the students' vocabulary achievement before the treatment and the post-test was used to see how far the improvement of the students' vocabulary achievement after the treatment. The research design is illustrated below:

$$T1 \ X \ T2$$

Where:

T1 belongs to the pre-test T2 belongs to the post-test

X belongs to the treatment (The implementation of picture seriesmedia

(Setiyadi, 2018: 113)

### **3.2. Population and Sample**

Arikunto (2013) state that population is the whole subject of the research. The population can be determined by a number of characteristics within the group that statisticians use to draw conclusions about the subject in research. In this research, population will be the second grade of the students of SMPN 8 Bandar Lampung in academic year 2021/2022. The second grade students are divided into 9 classes. Meanwhile, the researcher will choose one class of sample as the representative. The sample is the students in VIII H class which consist of 30 students. The sample is chosen by using random sampling so that all the population class has the same opportunity to be research sample.

### **3.3. Variable of the Research**

Setiyadi (2018) state that variable is a group of people, behavior, or the environment which have various characteristics. In this research, the variables will be X as picture series media and Y as students' vocabulary mastery. It is assumed that students' vocabulary mastery achievement is a dependent variable that will be influenced by the media. Besides, the independent variable is picture series media which is expected to increasethe students' vocabulary mastery.

### **3.4. Research Instrument**

The instrument used to gain the data is a multiple-choice test. It has the aim to find out the students' achievement before and after the treatment is conducted. The researcher used a test as the instrument to know whether any improvement of students' vocabulary mastery through picture series. In this research kind of instrument that will be used was a multiple-choice test to know students'



vocabulary achievement in pretest and posttest. Pre-test will be given at the beginning of the meeting to see students' initial achievements in vocabulary mastery. Then, the post-test will be administered after the students are taught by picture series media to indicate the improvement of the students' vocabulary achievement. Both tests will have similar instructions for taking a multiple-choice test.

### **3.5. Data Collecting Technique**

In this case to collect the data, the researcher use pre-test and post-test to know whether there is improvement of students' vocabulary achievement before and after being taught through picture series. The data of this research is score of the student's vocabulary test before and after the treatments. In collecting the data, the researcher will use several techniques as follows:

#### **1. Pre-test**

Pre-test will be given before the treatment is carried out. The goal is to find out the extent of students' abilities. the pre-test was conducted to know the students' vocabulary achievement before giving them the treatment by using picture series. In this test, students are asked to do 40 multiple-choice questions.

#### **2. Post-test**

Post-test will be given to students after all the treatments have implemented. This test is given to determine the extent to which students' vocabulary achievement after being taught using picture series media. The questions given will be arranged so that they are different from the pre-test.

### **3.6. Criteria of the Test**

To prove whether the quality of the test is good or not, it is necessary to measure using research instruments. The researcher will use several instruments to obtain the data in conducting this research, however, the instruments that will be used should be proved and fulfilled the aspect of validity and reliability. According to Setiyadi (2018: 11), validity and reliability are two relatively inseparable elements of a measuring instrument. Therefore, in this study, the researcher will consider the aspects of validity, reliability, level of difficulty, and discrimination power to meet the criteria for a good instrument.

#### **3.6.1. Validity**

Setiyadi (2018: 19) define validity as a measuring instrument that shows the extent to which the measuring instrument measures something that must be measured. The researcher measure the validity of the vocabulary test using inter-rater validity. That validity is adopted considering three raters' appraisals (English teacher). Additionally, the raters assessed whether the vocabulary test is compatible or not with the syllabus and aspect of vocabulary (noun, adjective, adverb, and verb). Then, the researcher conclude from the result of the rater agreement to find out the validity of the vocabulary test. In case, the items must be dropped if one or both raters rejected the item. To measure whether the test has good validity, the researcher analyzed the test from content and construct validity;

##### **1. Content Validity**

Content validity means that the test is a good reflection of what has been taught and the knowledge which the teacher wants the students to know that the

researcher wants her students to know (Shohamy, 1985). In the content validity, the material provided will be adjusted to the school curriculum. The researcher used the table of specifications to check the content validity of the test items. The table of specifications was used to determine which test was more relevant to our particular situation and was also necessary to check whether the 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

Second, construct validity deals with the degree to which the tests used to measure the construct that is being examined. Construct validity concerned on whether the test is actually in line with the theory of what it means to know the language (Shohamy, 1985). Simply, the tests should be in line with the theory of what is being measured. Since the tests will measure the students' vocabulary achievement. The next stage to measure the validity is to test the pre-test and post-test questions to students at the grade level above, which is nine grader students.

**Table 3.1 Table of Specification**

No.	Materials	Number of Items	Percentage
1.	Verb	1,3,6,10,11,13,14,15,16,21,32,33,34,35,	28%
2.	Noun	2,8,17,20,23,24,25,26,27,28,29,30,31,46,47,48,49,50	36%
3.	Adjective	4,5,7,9,12,18,19,22,41,42,43,44,45	26%
4.	Adverb	36,37,38,39,40,	10%
	Total	Numbers 50	100%

### 3.6.2. Reliability

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 (Setiyadi, 2006:16). In this study, researcher conducted tests using Split-Half Method. The reliability test using the Split-Half Method was carried out by trying the instrument only once on the research subject and then the test results were divided into two. This division is usually based on odd-even problems. The reliability coefficient is calculated using a formula known as Spearman-Brown. The formula of Spearman-Brown as follows:

$$r_1 = \frac{2r_b}{1 + r_b}$$

$r_1$  : Internal reliability of all instruments

$r_b$  : Product Moment correlation between odd and even hemispheres

An instrument is said to be reliable when the Spearman-Brown reliability coefficient is more than 0.70 ( $r_i > 0.70$ ). If the Spearman-Brown reliability coefficient is less than 0.70, then the number of questions is added to the questions that correspond to the original (Fraenkel, Wallen, & Hyun, 2012).

Furthermore, this research also will use the standard of reliability as follows:

0.00 to 0.19	a very low reliability
0.20 to 0.39	a low reliability
0.40 to 0.59	an average reliability
0.60 to 0.79	a high reliability
0.80 to 0.100	a very high reliability

(Arikunto, 1998:260)

### 3.6.3. Level of Difficulty

The level of difficulty relates to how easy or difficult the test questions are given, in terms of the student's point of view. Student test scores will be arranged from the highest to the lowest score. To see the level of difficulty, this study uses the following formula :

$$LD = \frac{U + L}{N}$$

Where :

LD : Level of difficulty

U : The number of upper group who answer correctly

L : The number of lower group who answer correctly

N : The total number of students in upper and lower groups

The criteria are as follows :

< 0.03 : Difficult

0.03 – 0.07 : Average

> 0.07 : Easy

(Shohamy, 1985)

### 3.6.4. Discrimination Power

Discrimination power is the ability of the item to discriminate between the students who have high ability and those who have the low ability. The discrimination power is calculated by this following formula :

$$DP = \frac{U - L}{1/2^n}$$

Where:

DP : Discrimination Power

U : The number of upper group students who answer correctly

L : The number of lower group students who answer correctly

n : Total number of the students

The criteria are :

0.00 – 0.19 : Poor

0.20 – 0.39 : Satisfactory

0.40 – 0.69 : Good

0.70 – 1.00 : Excellent

\* (Negative) : Bad items, should be omitted\*

(Heaton, 1975)

### 3.7. Normality Test

The normality is used to know whether the data in the experimental class has the normal distribution or not. In this research, the researcher uses statistical computation by using SPSS (Statistical Package for Social Science).

The hypotheses for the normality test are formulated as follows:

Ho: the data are normally distributed

Ha: the data are not normally distributed.

While the criteria of acceptance or rejection of normality test are as follows:

Ho is accepted if  $\text{sig.} > \alpha = 0.05$

Ha is accepted if  $\text{sig.} < \alpha = 0.05$

After the data is computed by using SPSS, the researcher will analyze the result to determine whether the test is distributed normally or not.

### **3.8. Research Procedures**

In order to conduct the research, the researcher will do several steps which will be illustrated as follows:

1. Determining the population and sample.

The population of this research will be the second grade of the students in SMPN 8 Bandar Lampung in the academic year 2021/2022. The second-grade students are divided into 9 classes. Meanwhile, the researcher will choose one class of sample as the representative. The sample is chosen by using random sampling so that all the population class has the same opportunity to be research sample.

2. Determining the research instrument

The researcher examined the students' vocabulary achievement by giving the multiple-choice test. The multiple-choice test will be given in the pre-test and post-test. The pre-test will be carried out before the treatment is given, while the post-test will be carried out after the treatment is given.

3. Administering the pre-test

In order to know the students' vocabulary achievement, the pre-test will be administered before the implementation of picture series media. In this test, the students will be asked for taking a multiple-choice test.

4. Conducting the treatments.

This step will be the implementation of picture series media. The researcher gives the treatment of teaching English vocabulary using the picture series

media to find out whether this could increase students' vocabulary achievement.

#### 5. Administering the post-test

The post-test will be given after all the treatments have conducted. The instruction will be similar with the pretest but will have different questions.

#### 6. Analyzing the data

The last stage of this research is analyzing the data. After doing the pre-test and post-test, the researcher will get a score from each student. Students score data were analyzed by using the SPSS (Statistical Package for the Social Sciences) version 20. Besides, the result of the questionnaire will also be analyzed to see the students' perception toward the implementation of the media.

### 3.9. 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. There are 20 items on the pre-test and post-test. In scoring the students' result of the vocabulary test, one of the right answer will be given a value of 5 points . For example, if the student got 20 right answers it means he got to score 100 from  $20 \times 5 = 100$ , and the wrong answer was scored 0.

$$S = (R \times 5)$$

Where:

S : The score

R : The total right answer



### 3.10. Data Analysis

In order to get the complete result, the researcher will analyze the data through some steps below:

1. Scoring the pre-test and post-test
2. Finding the mean of the pre-test and post-test using a formula. The researcher computed the formula as follows:

$$X = \frac{\sum x}{N}$$

Where:

X: Mean score

$\Sigma$ : Sum of individual score

N: Number of students

(Arikunto, 2006)

3. To see the significant improvement of the students' vocabulary achievement, the researcher will use the Paired Sample T-Test in SPSS version 20.

### 3.11. Hypothesis Testing

After collecting the data, the researcher analyzed to find out whether there is an improvement in students' vocabulary mastery after being taught through picture series. The researcher used Repeated Measured T-Test to determine whether the hypothesis is accepted or rejected. The researcher analyzed at a significance level of 0.05 in which that the probability of error in the hypothesis is only about 5%. The hypothesis is drawn as follows:

## **V. CONCLUSION AND SUGGESTIONS**

The last chapter consists of conclusions and suggestions. It presents the inference of the discussion and recommendation for English teachers and further researchers who want to implement picture series.

### **5.1. Conclusions**

Regarding the result of data analysis and discussion, the following conclusions are drawn:

1. Students' vocabulary mastery was improved after following the learning process using picture series as media. It was proved by the increase of their vocabulary test score from pretest to posttest. The mean of posttest was higher than the mean of pretest ( $75.20 > 64.33$ ) with the gain number of 0.3047. It means that the use of picture series can help students to enhance their vocabulary. Students could understand the vocabulary better through pictures. The pictures made the students memorize the words easier. Moreover, it was an attractive media that could take students' attention, having them to be more active in the learning process.
2. The implementation of picture series gave positive effect on the students' vocabulary improvement in all aspects, especially noun. The use of picture series made the students understood how to use noun properly in a sentence. It

was proved by having the result that the most improved aspect of vocabulary was noun. The gain number for this aspect is 0.45977. The students were able to imagine many things shown in the picture and to mention some nouns that they saw in the picture.

## **5.2. Suggestions**

In reference to the conclusion above, there are several suggestions for English teachers and further researchers which are described in the following paragraphs.

### **1. Suggestions for English Teacher**

- a. In teaching vocabulary, teachers can adapt picture series as the teaching media in order to help the students achieve better vocabulary mastery. Teachers can give some sets of picture series in different themes to give variation in vocabulary. Moreover, teachers can also provide some exercises with picture series to gain students' interest in learning vocabulary.
- b. In this research, in the beginning, some of the students found difficulties in identifying the words described in the pictures. Therefore, teachers can ask some questions related to the pictures to direct the students in recognizing the vocabulary. After that, let them discuss with their friends in order to identify the information of vocabularies that they get such as meaning, synonym, and antonym.

### **2. Suggestions for Further Researcher**

- a. This research was intended to find the effect of picture series on the improvement of students' vocabulary mastery. Hence, it is better for other researchers to include the investigation of students' perceptions in order to

know their response towards the use of picture series.

- b. In this research, the researcher only focused on content words. Hence, other researchers are suggested to not only implement content words but also function words or substitute word in conducting similar studies. It might give more justification whether the use of picture series affects students' mastery of all types of vocabulary.
- c. In the learning process, researchers only focus on using recount text as learning material. Therefore, other researchers are advised not only to use recount texts that allow more nouns in the text, but also to use procedure text that contain many adverbs in conducting similar research. This allows students to be able to master the type of vocabulary thoroughly.

Those are the conclusions of this study and the suggestions from the researcher for English teachers and further researchers in using picture series.

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