

I. INTRODUCTION

1.1 Background of the Problem

Vocabulary is one of the aspects of language that is presented in the classroom during the process of language teaching. According to school Based curriculum/ Kurikulum Tingkat Satuan Pendidikan (KTSP), the goal of teaching and learning at junior high school is that the students must be able to develop communicative competence in written as well as in spoken form. They were expected to be able to communicate both in the spoken and written form to solve the problem in their daily lives.

Based on the Guidelines of SMP Curriculum of English (KTSP for English), graduates of Junior High School are supported to master vocabulary in order to be able to communicate whether in spoken or written form . The first year students of Junior High School are expected to master 1000 words after finishing their study. It is difficult to reach since the students are often discouraged and lose interest when they found that foreign language study is just like other subjects. Sometimes teachers taught vocabulary just like teaching reading, structure, writing, speaking or listening without using certain method. This made the students lack of

vocabulary. And as the result, they found a difficulty in comprehending the meaning of sentences and to express their idea whether in spoken or written form.

Harmer (1991; 154) says that for many years vocabulary was seen as incidental to the main purpose of language teaching namely the acquisition of the grammatical knowledge about the language. Vocabulary was necessary to give students something to hang on to when learning structures, but was frequently not a main focus for learning itself. Recently, however, methodologists and linguists have increasingly been turning their attention to vocabulary, stressing its importance in language teaching and reassessing some of the ways in which it is taught and learnt. It is now clear that the acquisition of vocabulary is just as important as the acquisition of grammar and teacher should have the same kind of expertise in the teaching of vocabulary as they do in the teaching of structure.

During her PPL at SMP Tunas Harapan Kedaton, Bandar Lampung, the researcher found out that most students SMP Tunas Harapan Kedaton, Bandar Lampung of at the second years of 2010-2011 cannot achieve the curriculum target. Most of 65 % the students did not pass the standard score of the school (KKM-that was 60) as the consideration in deciding the design or method of the research. In their examination stated that they were afraid of the English subject and they did not like the subject without being able to explain the reason why they were afraid and disliked the English subject. The simplest explanation that they could give was that English subject was very often too difficult for them and they never enjoyed it.

This description has led the researcher to an opinion that before they begin their English subject in junior high school, they already have to master 1000 words when they graduated from that level based on the Guidelines of SMP Curriculum of English (KTSP for English), in fact the students at SMP Tunas Harapan of 550 words only achieved. They should be conditioned to be interested in English by introducing English when they are still in elementary school with a teaching technique and material which are able to arouse their interest in learning English.

Learning a language is a hard work (Wright and Betteridge, 1983). One must make an effort to understand, to repeat accurately, to manipulate newly understood language and to use the whole range of known language in conversation or written composition. To be able to speak or communicate and to get information from the English written texts, the students should have the vocabulary mastery. Their vocabulary achievements will affect them in mastering and applying the language they learn. Furthermore, in learning language, vocabulary is very important for the learners. Learning a language cannot be separated from learning vocabulary, because the language itself consists of many vocabularies which make up language. Knowing a language means knowing the words of that language. It must be impossible to learn a language without learning its vocabularies.

To make the students interested in learning English and to be able to communicate in English, the teacher must create the idea to attract for the students cause students need change the materials like give the example the picture is color full

to support activity in the classroom, select relevant materials and apply a suitable technique in order to make the teaching learning process run well. The students' learning depends upon the effectiveness of the teacher's technique (Wilkins, 1993). The material and the technique selected or used by teacher in teaching a language play an important role. According to O'Malley and Chamot (1990), learning strategies are procedures undertaken by the learners in order to make their own language learning as effective as possible. There are many kinds of techniques in teaching vocabulary. Teacher should know the techniques and how to implement them in the class. Teacher should vary the techniques of presentation to make the students interested in learning English. Thus, the students will not feel bored.

As Wallace (1986) states "vocabulary is the vital element of the language". The existence of vocabulary is considered important since it should be acquired, expressed and shared to other people effectively. A small number of words can be used effectively to express an enormous number of ideas as in the case with speaking, it is important to get learners to be able to make the best use of a small productive vocabulary. An adequate vocabulary is also needed if learners are going to generate, develop, and present ideas in their writing. The process of writing can be a contributor to vocabulary acquisition by making learners grapple with the meaning of words as they write. Another way to help students improve their vocabulary is by the use of pictures in a story.

Pictured stories can enhance students' interest in learning English. The pictured stories can help students to understand the vocabulary and the story. To relate of this research only single aspect is vocabulary. The students can see and hear English, what they have learnt come alive through storybook characters (Scott and Ytreberg 1993). With this technique, students are supposed to be able to know the meaning of some vocabularies of the short story given. By using the technique and giving drills to the new vocabularies to help the students in remembering them, the researcher assumed that the teaching-learning process in the classroom can be interesting and enjoyable.

Based on the idea above, the researcher would conduct the research on the process of teaching English vocabulary through pictured stories at the second year of SMP Tunas Harapan Kedaton, Bandar Lampung. This school has five classrooms with two English teachers and the researcher want to know whether pictured stories can improve their vocabulary by using pictured stories. This school is chosen since the students there still have problems with their vocabulary and this is also based on the researcher's experience when she did teaching practice in the school. In accordance with English teacher, the performance of the student grade of that school is far from expectation of the curriculum as it is seen in the students' block result; it is found that the result is still far from the target competence as the KKM (Kriteria Kelulusan Minimal) of that school is 60 and the average score of the students' final test result is below 60, is just about 49. Therefore, the problem of this research can be formulated in the following section.

1.2 Formulation of the Problem

Referring the background of the problem described above, the problem of the research is a formulated as follows:

1. Is there any significant improvement of student's vocabulary achievement after taught through pictured stories at the second year at SMP Tunas Harapan Kedaton, Bandar Lampung?
2. How is the process of teaching vocabulary by using Pictured Stories at the second year at SMP Tunas Harapan Kedaton, Bandar Lampung?

1.3 Objective of the Research

Concerning to the problem above, the objectives of this research are:

1. To find out whether there is any significant improvement after the used to teach pictured stories the students at the second year of SMP Tunas Harapan Kedaton, Bandar Lampung.
2. To investigate the process of teaching vocabulary by using Pictured Stories at the second year at SMP Tunas Harapan Kedaton, Bandar Lampung.

1.4 Uses of the Research

This research is expected to be useful both practically, as the information about the process of teaching through pictured stories to help students in learning

English vocabulary. And theoretically, this research can be used to support the idea that teaching vocabulary through pictured stories can help teachers arise student's interest in learning English.

1.5 Scope of the Research

This quantitative research was conducted at the second year of SMP Tunas Harapan Kedaton, Bandar Lampung. This class was chosen on purpose since the objective of the research was to find out whether there was any significant improvement after the usage of pictured stories for teaching students at the second year of SMP Tunas Harapan Kedaton, Bandar Lampung. The topics of pictured stories were about the Island Princess. The teaching materials provided the vocabulary of island, animals, kingdom, verbs and places for junior high school. The material was based on the 2006 curriculum of English for Junior High School. There were three time treatments in this research.

1.6 Definition of Terms

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

1. Vocabulary is a set of words known to a person or entity, or that are part of a specific language which will make the language meaningful.

2. Pictured stories is a unified story accompanied by pictures that serves as an ornamental and supporter stories that can help the process of understanding the contents of the book.
3. Vocabulary achievement is a number of words that have already been achieved by students as their basic knowledge, and those that will be achieved by the students.
4. Improvement is an effort in changing something low previously to be higher. In this case, students' vocabulary achieve will be increase.