

CHAPTER I: Introduction

This chapter attempts to explain the importance of using picture sequence to increase the students' vocabulary. It also extends statement of the problem, research question, objective of study, significance of the study and the delimitation of research.

Background

There are four skills that need to be mastered by students in learning English. They are reading, writing, speaking, and listening. Beside mastery the four skills of English, the students have to possess knowledge about some fundamental aspects of language that is really important in building communication. It is known that vocabulary is the most important component in mastering language.

Vocabulary is a very important part of learning a language. If the students have sufficient vocabulary, they will not face difficulties in understanding the meaning of what they have learned. The successful of vocabulary learning in class can be seen when the students understand what the teacher taught. So, they can give feedback about the material. This statement is supported by Deighton (cited in Ayu nintyas 2014) he said that students who rich in vocabulary will be successful both in expression skill: speaking and writing, and receptive skills: listening and reading. But those who are poor in vocabulary will get trouble in those skills”.

Relating to the statement above, the fact showed that, mostly students who learned English at school still face difficulties in learning English. It is caused by many

factors such as less of using media in teaching-learning process and the creativity of teacher in the class while teaching. This case happened to the students in SMK NEGERI 1 BULANGO UTARA, particularly students at X^A. At the school, the researcher found some problems during her teaching period, most of the students did not have good achievement on vocabulary and they also did not have basic knowledge of English. It can be seen from the students' reaction when the researcher taught them by using English. Most of them looked very confused and did not give a feedback about the material. Then, some students did not look enthusiastic to answer some questions related to the material based on the teacher's instruction. In addition, they became quite during teaching process. Although the researcher explained the material slowly, many students still did not understand what the researcher meant. But when the researcher used Indonesian in teaching process, the students were very enthusiastic in the class, they can understand the material and give a feedback in teaching and learning process.

In this case, the researcher tries to solve this problem by using picture sequence as a visual aid to see the sequence events of a recount text. In addition, picture sequence can encourage the students to have creative imagination, to motivate students to take a part in the classroom, to grab students' attention and interest and to stimulate them to learn English. This statement is supported by Wright (1989, p.2, cited in Zida 2014) pictures contribute to interest and motivation, a sense of context of the language, and a specific reference point or stimulus. He also stated that picture can be

useful on emphasizing the teaching of writing and speaking, listening and reading integratedly. It also can prompt students into writing story, attract them to focus in writing and give more their attention in seeing picture than reading the text.

As Betty Morgan Bowen (cited in Puji 2011) said that, “picture sequence is a series of picture of a single subject. Its function is to tell a story or a sequence of events.” It is in line with the purpose of recount text that retells some event in the past.

Therefore, this research encouraged the researcher to increase students’ vocabulary in SMK Negeri 1 Bulango Utara. To complete this research, the researcher took picture sequence as a medium in teaching vocabulary. The medium was chosen because it could be easier for the students to find the definition of the word at the text and it will make the students interest to learn English. Therefore, this research was conducted with the tittle: “Increasing Students Vocabulary Mastery through Picture Sequence on Recount Text”

Research question

The problem that was answered in this research was formulated as the following question:

Can picture sequence increase significantly students’ vocabulary?

Objective of study

The objective of this study is to investigate whether picture sequence can increase significantly students' vocabulary or not.

Significance of Study

The researcher expects that this research can support the English teachers to apply this technique in teaching vocabulary. They can develop and use new methods in order to make the students enjoy and relax in teaching and learning process. Not only for the teacher, but the researcher also expects that this research contributes positive impact for the students and the students certainly feel happy and relax in class in teaching learning process.

Delimitation of Research

The delimitation of this research focused on picture sequence to increase the students' vocabulary through recount text. This research was conducted at the academic year of 2017. The researcher took sample of random sampling. In this research, the researcher only chose one class as sample, namely class X A1 with 20 students.

In this research, the research only focused on three elements part of speech which consists of proper noun, verb, and adjective. In the other hand, all the data result of this research just discussed students' ability in mastering vocabulary. In measuring the data the researcher used multiple choice items.