

CHAPTER I

INTRODUCTION

A. Background of the Research

There are four language skills that are taught in learning English. The skills are reading, writing, listening and speaking. The skills are connected to each other. Those skills should be mastered by people in order to have good ability in English. People should improve their ability in those skills in order to master English well.

The learning of the four skills could not be separated with two basic elements in English. The elements are grammar and vocabulary. Grammar is the structure of sentence, while vocabulary, according to Hatch and Brown (1995:1) is a list of words in a language or a list or set of words that individual speaker of language might use. Aitchison (2001:331) states, vocabulary is a set of words known to a person or other eternity, or that are parts of specific language. Based on the definitions above, the writer concluded that vocabulary is words that have meaning used to deliver people's opinion, feeling or emotion both in written or oral communication.

Vocabulary plays a crucial role in the use of language. David (1991) states that vocabulary is important for the students to support their four language skills. It means that students should master vocabulary so they will be able to master the four skills of language that are listening, reading,

speaking and writing in order to improve their ability in English. Also, when people have many vocabularies, they will be easy to express their minds or opinions and understand other people's utterance or writing. But if people have limited vocabulary, they might get difficulties in learning English such as they could not express their language or emotions because they do not know how to express it.

As an effort to teach the students' vocabulary in a new way, media for teaching vocabulary may be helpful. An example of the media that can be used by the teacher is picture series. Yunus (1981:49) states that a picture series is related composite pictures linked to form a sequence. Unlike the other media that can be used in teaching vocabulary, picture series provides some skills that are needed in English and may improve those skills. It is supported by Pirrozzolo and Wittrock (1981:212) as cited by Lidyawati (2016) emphasized that picture series are helpful for delivering new grammatical and vocabulary because it helps to show the situations and contexts which light up the meaning of words. It means, the use of picture series can help the students to learn vocabulary.

Based on the phenomenon above, the writer feels interesting to conduct a research with the title "The Effectiveness of Using Picture Series for Teaching Vocabulary". By conducting this research, it will show whether the use of picture series for teaching vocabulary effective or not.

B. Problem of the Research

Based on the background of the research above, the research problem of this research was “Is the use of pictures series effective for teaching vocabulary?”.

C. Objective of the Research

The objective of this research is to find out whether the use of picture series for teaching vocabulary at the Eighth Grade Students of Junior High School 2 Sokaraja in the Academic Year 2019/2020 is effective or not.

D. Reason for Choosing the Topic

The writer’s reasons for choosing the topic are:

1. Vocabulary plays an important role to support the four language learning skills in English.
2. Using conventional way for teaching vocabulary is not effective enough to improve the students’ vocabulary.
3. Picture series is an interesting media to teach vocabulary.
4. Picture series contains many elements of vocabulary such as noun, adjective and verb which easily recognized visually.

E. Limitation of the Research

In this research, the classes of vocabulary will be verb, noun and adjective which easily to be recognized on the picture series. The teaching learning activities will be through writing a recount text and retelling the

story, but this research will not focus on measuring the students' writing and speaking competences. Those activities will be used as the bridges of learning process for teaching vocabulary which expected to make the students apply the vocabulary through writing and memorize the vocabulary longer through retelling.

Moreover, this research will focus towards the use of picture series for teaching vocabulary especially through writing and retelling activities have better effects or not rather than the use of regular teaching through the same activities.

F. The Classification of Term

1. Teaching

According to Brown (1994) teaching is showing or helping someone giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.

2. Vocabulary

Hornby (1995) states vocabulary as the total number of words in a language; vocabulary is a list of words with its meaning.

3. Picture Series

According to Finocchiaro (1974) picture series are the picture that tell a story in a sequence on a one chart.

G. The Contribution of the Research

Based on the previous elaboration of this research, the contribution of the research are as follows.

1. For the Teacher

This research is conducted to give information and suggestion for teaching vocabulary using the media picture series. If the result shows that the use of treatment was effective, the teacher can use it as the new media for teaching vocabulary which may help the students improve their vocabulary competence rather than that of the regular teaching.

2. For the other Researcher

This research is conducted to give the basic information about the media for teaching vocabulary using picture series and as a reference for the other researcher that will conduct their study in the same research field.