

CHAPTER 1

INTRODUCTION

This chapter consists of five sub chapters. They are background of the study, scope and limitation of the study, statement of the problem, purpose of the study, significance of the study and definition of key term.

A. Background of The Study

Human is social organism, in other words sometimes, every person needs someone helps or needed by someone. The way to ask someone help is by using language. “Traditionally, language is viewed as a code. In this view, language is made up of words and a series of rules that connect words together. If language is only viewed in this way, language learning just involves learning vocabulary and the rules for constructing sentences. This understanding of language is, however, a very narrow one. It sees language as fixed and finite and does not explore the complexities involved in using language for communication.” (Scarino & Liddicoat, 2009, p. 15)

The process of teaching and learning language is the most common element in the language classroom. Language teaching is a simple word, can be defined as the activities which are intended to bring about language learning. It is assumed that language teaching is proposed to help people to learn and use the language. In language learning there is vocabulary knowledge. Vocabulary is the first thing that someone uses to learn language. And in this era, that known by the researcher that English language is the most user number two in the world. So, the researcher wants to improve the student’s vocabulary achievements by using some treatment to make the learner be able to down to terrain. The researcher thought in junior high school who assumed that this is first time they learnt English language is had a problem to improve their vocabulary knowledge. It’s difficult for students to knowing the English words correctly because in the daily activities students always use their mother language.

Vocabulary is the knowledge that makes learning language to be easy. Vocabulary is considered to be one of the most important elements in comprehending lesson materials, especially when

learning a foreign language. By knowing a lot of vocabulary, people can write, speak, read, even listen, to be easy. Many advantages can be obtained by having listening, speaking, reading, or writing skills. But some young generation like students thought that learning English is so hard. Not only English is a hard subject for some students, they are often sighing if their teacher gives them homework, especially homework about English.

Vocabulary learning is a crucial part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classroom. It is also central to language teaching and is of principal importance to language learners. Recent research indicates that teaching vocabulary may be difficult because many teachers are not assured about best practice in vocabulary teaching and at times don't know where to begin to form an instructional importance on word learning.

Many students had bad skill in English lessons. The students thought that English is one lesson that is really hard. Why do students think like that? Because there are some causes that made them think that English is hard. Teachers need new teaching methods, because the monotone teaching method is too tedious for the student to learn vocabulary. The researcher thought that translating a text word-for-word or memorizing lists of words will not necessarily help students learn new vocabulary that they can use when they speak and write in English.

And according to (Coady & Huckin, 1997) "Words that look familiar will be interpreted to mean what the learner thinks they mean. These are words with a deceptive morphological structure, idioms, false friends, words with multiple meanings, and synforms. Since learners are unaware of their ignorance of the words, they will stick to the false meanings and may use them as clues to guessing other words". So based on this statement, the researcher thought that the students need to develop strategies to guess the meaning of new words when they face them.

However, learning new words or phrases once does not mean that the student can remember it and be able to use those words. That is why students also need to be supported in learning how to record new vocabulary and frequently review it. When students

improve their knowledge of vocabulary, they can understand their lessons more easily and will write and speak better in English, which could also lead to them performing better in tests.

One way to add new words vocabularies that known by the researcher is by searching words in the dictionary and learning what they mean. But this is a slow process to increase the knowledge of vocabulary. Another way that used in this research is learnt through picture series media. In this method, the researcher thinks that by knowing the picture, and arranges the arrangement time. To remember the meaning and understanding when they need to use the new vocabulary that they have learnt will more easily by imagine the picture series that they have seen.

And according to Wright (1989, p.136) he states that pictures make a mainly powerful contribution to both the content and the process of language learning. And Wright suggests that picture can often be used to promote productive skill like writing too. He adds that pictures can motivate the students, can be described in an objective way, can reminder responses to questions, and can provide information. Pictures also contribute to the context in which the language is being used. The point is picture series clearly have a power to help language learning process

There are the researches of the use of picture series on learning English. First researcher is Rahayu(2016) from State University of Malang. On her research with the title '*The Role of Picture Series in Improving Students' Writing Ability*'. She says Picture series are chosen because they are interesting and contain chronological order in sequence that eases the students to generate and organize their ideas in written form. She also said that the product of writing should have good organization, sufficient content, correct grammar, various vocabulary, and appropriate mechanics. The point is vocabulary can help someone to write better.

The second researcher is from Wavy (2013) from State University of Surabaya on her research entitled '*The Implementation of Picture Series in Teaching Narrative Writing for the Tenth Graders of SMAN 2 PONOROGO*' she concludes that picture series has motivated students to make their narrative writing well. For this reason, using picture series in teaching narrative text is

recommended in the future for their quality and development. Teacher should put the priority in which picture series can be developed. And it can be used in different techniques. Then, in the fact, the use of picture series is helpful in teaching and learning narrative writing.

In the current research, the researcher's aim is different to both of researchers above that focused on writing skill. The researcher's aim is focused on student's vocabulary achievements. By using the picture series media, the researcher wants to analyze the effect of picture series media on student's vocabulary achievements. That's why the research needs to be exploring in order to know the effect of picture series media on student's vocabulary achievements.

B. Scope and Limitation

The Scope is teaching vocabulary while the limitation is the effect of using picture series media on students vocabulary achievements.

C. Statement of The Problem

Based on the background of the study that telling about the importance of vocabulary and the use of picture series media on language learning, so the researcher concluded that statement of the research problem is want to know:

Is there any effect of using picture series media on student's vocabulary achievements?

D. Objective of the Study

After the researcher knows about the statement of research, the researcher concludes that the objective of this research is:

To know the effect of picture series media on the student's vocabulary achievement.

E. Significance of the Study

The significances of the research that study about the use of picture series and the importance of vocabulary achievements so the researcher hope that this research can be able to be used for:

1. For the students:
 - The researcher hopes this research can motivate the students in learning vocabulary to get a good score on English lesson.

- The researcher also hopes this research can reduce the saturation of the students when the following lessons in the classroom.
2. For the teachers:
 - The researcher hopes, this research can be used as an alternative method for teacher in English teaching learning process.
 - The researcher also hopes that this research can make the teacher more enthusiastic by using this method.
 3. For other researchers
 - The researcher hopes this research will be the reference for another researcher.

F. Definition of Key Term

Based on the background that has meaning this according to researchers is a word that needs explanation. There are the definition about some words that are probably have difficult meaning or not easy to understanding, so the reader can easily find out the initial concept of what is meant by the researcher

1. Picture : Pictures are two-dimensional visual representation or person, place, or things. They can be painted or drawn, colored or black and white(Yunus, 1981 as quoted by Rahayu, 2016)
2. Picture series : Picture series is numbers of linked pictures which form series of sequences in order tell a sequence of events or a story. (Yunus, 1981 as quoted by Rahayu, 2016)
3. Vocabulary : Vocabulary, as one of the knowledge areas in language, plays a great role for learners in Acquiring a language (Cameron, 2001, p.72).