

**INCREASING VOCABULARY MASTERY THROUGH PICTURE
STORIES AT THE FIRST YEAR STUDENTS
OF SMPN 01 TAMBANG**



BY

DENNY CHANDRA

NIM. 10414024359

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1434 H/2012 M**

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A Thesis

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BY

DENNY CHANDRA

NIM. 10414024359

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
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ABSTRACT

Denny Chandra (2011) : Increasing Vocabulary Mastery Through Picture Stories In The First Ear Students Of SMPN 01 Tambang

The teaching of vocabulary is very important to make the students able to use English in both spoken and written forms. Therefore the mastery vocabulary is very crucial to be considered to be taught to the students in teaching learning process. Besides mastering four language skills, students should also master English components such as grammar, phonology, pronunciation, dictation as well as vocabulary. In SMPN 01 Tambang, the teachers have used the technique and strategies to master vocabulary for the students. Ideally, the existence of the strategies and technique absolutely help the to have and master vocabulary. In reality, what has been expected is contrary to the real condition. The students are not able to speak and write English because they have lack of vocabulary. They are reluctant to speak and tend to keep silent because of lack of vocabulary.

The subject of the research is all first year students of SMPN 01 Tambang, and the object is increasing vocabulary mastery though picture stories at the first year students of SMPN 01 Tambang, there are thee classes, which comprise of 107 students. Because the number of population was relatively big, the writer used randomization technique to see equal competency from the student, after implementing try out, the writer had 60 student as homogeneity sample, by flapping a coin, one group was randomly chosen as experimental group and the other was control group. There are two variables which are operated in this research, variables X: experiment class and control class and variable Y: students' vocabulary mastery. The data analysis was analyzed by using SPSS 16

Based on the analysis, picture story helpful for increasing students' vocabulary mastery at the first year students of SMPN 01 Tambang. The ways to increase their vocabulary using picture story are by providing the picture as a media in teaching vocabulary and providing pictures related to the objects. The advantages of using picture story in teaching vocabulary for the students are: increasing the student's memory about the vocabulary given, increasing the understanding of the students and decreasing the monotonous teaching learning process especially in teaching vocabulary.

The results of pre-test and pos-test were different. The result of post-test was better that of per-test. In per-test, the highest score is 87, the lowest is 40, and the mean score is 71, 58. While in post-test the highest score is 97, the lowest score is 50, and the mean score is 75,37 the increasing score of the students test shows that by using picture story, the students have better memorization of the words.

ABSTRAK

Denny Chandra (2011) : Meningkatkan Kemampuan Kosakata Siswa dengan Menggunakan Cerita Bergambar di SMPN 01 Tambang

Pengajaran kosakata sangat penting untuk membuat siswa mampu menggunakan bahasa Inggris baik dalam bentuk lisan dan tertulis. Oleh karena itu, penguasaan kosakata sangat penting untuk dipertimbangkan untuk diajarkan kepada siswa dalam proses pembelajaran. Untuk menguasai keterampilan dari empat skil mata pelajaran juga harus menguasai komponen bahasa Inggris seperti tata bahasa, dikte fonologi, pengucapan dan kosakata. Di sekolah SMP 01, guru telah menggunakan teknik dan strategi untuk penguasaan kosakata untuk siswa. Idealnya, keberadaan strategi dan teknik benar-benar membantu siswa untuk memiliki dan mengontrol kosakata mereka. Bahkan, apa yang telah diharapkan bertentangan dengan kondisi nyata. Mampu berbicara dan menulis bahasa Inggris karena mereka memiliki kekurangan kosakata. Mereka enggan untuk berbicara, dan cenderung diam karena kurangnya kosakata.

Subjek penelitian ini adalah fokus pada kelas satu SMPN 01 Tambang, dan objeknya adalah untuk meningkatkan kosakata melalui cerita bergambar pada siswa tingkat pertama. Di sekolah ini terdiri dari tiga kelas, yang terdiri dari 107 siswa. Karena jumlahnya yang relatif besar, penulis menggunakan teknik pengacakan untuk melihat kompetensi yang sama dari siswa, setelah menerapkan sistem ini, penulis memilih 60 siswa sebagai sampel homogenitas, dengan mengempakkan koin, satu kelompok yang dipilih secara acak sebagai kelompok eksperimen. Dan kelompok kontrol yang lain. Ada dua variabel yang dioperasikan dalam penelitian ini, variabel X: kelas eksperimen dan kelas kontrol variabel Y: penguasaan siswa kosakata. Analisis data menggunakan analisis SPSS 16.0

Berdasarkan analisis, cerita bergambar ini sangat membantu siswa untuk meningkatkan penguasaan siswa terhadap kosakata ditahun pertama siswa SMP 01 Tambang. Cara untuk meningkatkan kosakata mereka dengan menggunakan cerita bergambar sebagai media dalam pembelajaran kosakata dan memberikan gambar yang berhubungan dengan objek. Keuntungan menggunakan gambar dalam pengajaran kosakata untuk siswa: meningkatkan memori siswa dari kosakata yang diberikan, meningkatkan pemahaman siswa dan mengurangi proses belajar mengajar yang monoton, terutama dalam pengajaran kosakata. Hasil pretes dan postes yang berbeda. Postes hasilnya lebih baik dari pretes. Pada pretes, nilai tertinggi adalah 87, yang terendah adalah 40, dan skor rata-rata adalah 71,58. Sementara dalam tes paca-nilai tertinggi adalah 97, skor terendah adalah 50 dan skor rata-rata adalah 75,37. Peningkatan nilai tes siswa menunjukkan bahwa dengan menggunakan cerita bergambar

الملخص

ديني جانديرا (2011): تحسين القدرة المفردات من الطلاب باستخدام الصورة على الألع

01 SMPN

المفردات للتدريس هم مجد الجعلا لطلاب بقادرين علما ستخد اماللغة الإنجليزية علحد سواء فيشكلش فريومكتوب .
ولذلك، فإن المفردات هم مجد للنظر لتدريس سهل للطلاب بفعالية التعلم .

لإتقان المهارات المألوفة المهارات الأربعة كما كانا لإتقان اللغة الإنجليزية مكو ناً تمثلوا النحو والنطق، والمفردات الأملاء .
جديد المدرسة الثانوية، واستخدمت تقنيات واستراتيجيات المعلمين لإقتناء المفردات للطلاب .

من الناحية المثالية، فإن وجود استراتيجيات وتقنيات تساعد حقاً في امتلاك الطلاب بالسيطرة مفرداتهم . في الواقع، كما يمكن
أن يتوقعوا ضد الظروف الفعلية . أنتكو نقادرة علما لتحدثوا الكتابة باللغة الإنجليزية لأهم افتقر بالمفردات .

أهملا يرغبون في الحديث، وتميلوا لأن تكونوا هادئة بسبب عدم وجود مفردات . موضوع هذا الدراسة هو التركيز على فئة و

SMPN01 احدة من الألعام

، وهدفها هو تحسين المفردات من خلال قصة الصورة علطلاب بالصف الأول . هذا المدرسة تتكون من ثلاث فئات، والنتيجة فمن
107 طالبو طلبة .

بسبب الأعداد الكبيرة نسبياً، والكتابة باستخدام تقنيات التوزيع العشوائي للنظر في الكفاءة نفسها من الطلاب، وبعد تنفيذ
هذا النظام، والكتابة باختيار 60

طالباً وتجانس العينه، كما حافظت على مجموعة من اختياراتها عشوائياً كمجموعة تجريبية . وأخر مجموعة المراقبة .

هناك نوعان من المتغيرات التي تعتمدها هذه الدراسة، و X متغير : فئة التجريبية وفئة عنصر التحكم والمتغيرات : Y

إتقان الطالب بالمفردات . باستخدام تحليل البيانات SPSS 16.0 تحليل

استناداً إلى التحليل، هذا القصة صور حقا يساعد الطلاب بعلمت تحسين إتقان الطالب بالمفردات منطلقاً بالسنة الأولى وللمن الألع

م SMPN01

طرق لزيادة المفردات الخاصة هم باستخدام صور قصة كوسيلة في تعلم المفردات وتوفر صور المرتبطة الكائن .

ميزة استخدام الصور في تدريس المفردات للطلاب : تحسين الطلاب بذكر مفردات معينة، وتحسين الطلاب بفهم الحد من رتبة

ملية التعليم والتعلم، وخاصة في تدريس المفردات . وكان نتائج الاختبار القبلي والبعدي مختلفة .

وكانت نتائج الاختبار البعدي أفضل من نتائج الاختبار القبلي . علما لاختبار القبلي، هو أعلقيمة 87، أقل من

40، وكان متوسط درجة 58،71 . في حين أن الاختبار كان أعلقيمة هو 97، وهو أدنى هو 50 درجة وكان متوسط

درجة 75،37 . أظهرت زيادة درجات اختبار الطلاب بأهم باستخدام مقصصة الصورة .

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Finally, the researcher realizes that this thesis is far from being perfect. Thus, comments, critics, and constructive suggestions and advices are very much appreciated.

May Allah Almighty bless them all. Amin.

Pekanbaru, 12 Rajab 1432 H
14 June, 2011 M

The Researcher,

DENNY CHANDRA
10414024359

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CHAPTER I

INTRODUCTION

A. Background

As English language students, they need to learn what words are used they have to master as many as possible vocabularies in order to make easier in listening, speaking, reading and writing. As Burton (1982:83) says the mark of a good speaker or writing is the use of words. The types of word and how they are used into create vivid image and convey precise meaning.

Vocabulary can be approached in number of ways, such as: giving the meaning of new words, or let the students spend their time with a dictionary to find the meaning of words. Not only that, in teaching English vocabulary, teacher is requested to considers what the student have to know, such as: meaning, word use, word formation, and grammar.

Vocabulary is central to language and a critical importance to typical language learner. Without a sufficient vocabulary, one cannot communicate something effectively or express his ideas in both oral and written form (Fauziati, 2005: 155). It means that students in elementary school are enhanced to master English vocabulary and grammatical rules to make them good in communication to the other people. So, teaching vocabulary in elementary school is to prepare students to understand language skills.

Vocabulary mastery is one of the components to master English as foreign language. It means that the students have ability in understanding and using the words and meanings. The students not only know the words, but also their

meaning. Therefore, students can learn English language more easily and understand the meaning of those words. Those also play an important part in English skill; listening, speaking, reading, and writing skill. The larger vocabulary students master, the better they perform their language. By having a limited vocabulary, the students will find difficulties in mastering English skill.

The Teaching of vocabulary is very important to make the students able to use English in both spoken and written forms. Therefore the mastery of vocabulary is very crucial to be considered and taught to the students in teaching learning process. To master the four language skills students should also master about English components such as Grammar, Phonology, Pronunciation, Dictation as well as vocabulary.

Pictures stories are kinds of visual instruction materials might be used more effectively to develop and sustain motivation in producing positive attitudes towards English and to teach or reinforce language skills. It is supposed by Tang Li Shing in His Article that the Picture had an irascible appeal for the children. They created suspense and surprises as well as interest, all of which are indispensable in teaching and learning a foreign language..

The kinds and numbers of pictures that the teacher should take with him to carry out the activities in class can be taken from magazines, articles, or others and should be interactive and interesting to capture the students' attention. The purpose of using pictures for the students is to give them an opportunity to practice the language in real context or in situations in which they can make it to communicate their ideas.

The use of pictures are more efficient and practice than words, they are easier to recall and to remember than words, further more they expose real life situation although it happened a long time ago. As it has been explained by Vernon, S.Gerlach and Donald p. Elly,.Picture may not only be worth a thousand miles. Through pictures, Learner can be shown people, places and things, from areas far outside their own experiences. Pictures can represent images from ancient times or portray the future.

English has been well known by students in Junior High school of 01 Tambang. English KTSP (Educational Unit Level Curriculum) is a curriculum in which school or an institution has authority to implement system of learning and teaching activity for particular lesson or subject. There is on curriculum that is used in Junior High school of 001 Tambang. KTSP especially is used to the first until the third grade. It has been applied since 2007 until now.

KTSP has been used by Junior High school of 01 Tambang. KTSP curriculum in Junior High school of 01 Tambang is allocated 3 meeting X 45 minutes in a week. Teaching English is allocated 6 meeting X 45 minutes. Especially for teaching vocabulary by using KTSP curriculum, teacher-centered activities are dominated in the classroom, the teachers give the indicators to the students in teaching and learning process, such as; the teachers give the speaking materials to the students should understand what the teachers said. . So, in order to get further causes why the students difficult to speak English in the classroom. It is needed a research dealing with the teaching and learning English especially in teaching vocabulary.

State Junior High School (SMPN) 01 Tambang is one of the state Junior High Schools that English taught here is a compulsory subject for the students. It is starting from the first class until the third class. The teaching of vocabulary is also occurring in SMP 01 Tambang. In this school, the teachers have used the technique and strategies to mastery vocabulary for the students. Ideally, the existence of the strategies and technique absolutely help the students to have and master their vocabulary. In reality, what has been expected is contrary to the real condition.

Based on the fore-mentioned, the writer has done a preliminary observation that students' vocabulary mastery in English is poor in SMP 01 Tambang. The students get difficulties in using words. The students get difficulties in grasping the meaning of the words. The students get difficulties in pronouncing the words .They tend to keep silent because of lack of vocabulary. The students are not able to use an appropriate vocabulary in English. It can be from the following symptoms:

1. Many students have lack of vocabulary
2. Many students bored to learn English because the teacher has monotone strategies in teaching English
3. Some of the teachers can not use method in teaching to improve the students' skill in English especially in vocabulary
4. Some of students are afraid to make mistakes to read English
5. Many students can not use correct forms of English vocabulary
6. Many students are not able to master English vocabulary well

Based on the problems above, the teachers should find a good strategy and appropriate technique to solve the problems. Actually, there has been a technique to help the students master vocabulary, it is called picture story.

Therefore, the writer would like to bring this problem into a Classroom Action Research entitled: **“INCREASING VOCABULARY MASTERY THROUGH PICTURE STORIES AT THE FIRST YEAR STUDENTS OF SMPN 01 TAMBANG”**

B. Definition of Term

Some terms, which are used in this study need some explanation to avoid misinterpretation and misunderstanding.

1. Teaching.

Teaching is the work that a teacher does in helping students to learn.

Hornby (1995:211)

2. Vocabulary

Hornby (1995:461) Vocabulary is a list or collection of words arranged in alphabetical order and explained in a dictionary or lexicon, either of a whole language, a single work or author, a branch of science, or the like; a word-book.

3. Picture

Picture story is an incredibly fun and useful tool which can be used in a foreign language classroom for teaching real speaking and listening skills.

Kalayo (2006 : 334) Says that picture is one of the media that can be used by the teachers during the lesson.

B. Problem

a. The Identification of the Problem

1. Why are the students of SMPN 01 Tambang unable to master English vocabulary well?
2. Why is the students' vocabulary mastery still low?
3. Why are the students unable to use the correct forms of English vocabulary when speaking and writing?
4. What difficulty is experienced by the students of SMPN 01 Tambang in translating the reading text?

b. The Limitation of the Problem

Based on the identification of the problems stated above, so the problems of this research is limited and focused on increasing vocabulary mastery through picture story at the first year students of SMP 01 Tambang.

c. The Formulation of the Problem

In this research, the problems are formulated as follows:

- a. To extant whether can better increase of students' vocabulary mastery??
- b. How is the students' vocabulary mastery at the first year of SMP 01 Tambang?

D. The Objectives and Need of the Research

1. The Objective of the Research

Based on the formulation of the problem previously, there are two objectives that will be reached in this research as follows:

1. To improve students' vocabulary mastery through picture story at the first year students of SMP 01 Tambang.
2. To find out the students' vocabulary mastery at the first year of SMP 01 Tambang.

2. The Need of the Research

After conducting this research, the writer expects that:

- a. The students can improve their vocabulary mastery in both accuracy and fluency.
- b. Finding out the factors causing the students difficult to express their ideas in vocabulary.
- c. Giving contribution to English educators, especially in varying teaching technique in course.
- d. Adding references for other next researchers having the same problem as the investigator.
- e. Completing one of the requirements intended to finish the investigator' study program at English Education Department of Tarbiyah and Teacher Training Faculty of UIN Suska.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Vocabulary Mastery

One thing that differentiates human from animals is verbal language or speaking beside mind to think. People can communicate with others through verbal language, either to apply or to receive the information the animal can not do. When we observed a child 1st acquiring speech, we talk of this progress as a matter of learning new words; we are also likely to feel that the adult speaker with the largest vocabulary has the best command of English. To think of a language as just a stock of words is, however quite wrong. Words alone do not make a languages ; a grammar is needed to combine them in some intelligible way.

The vocabulary is the focus of language. It is in words that sounds and meaning interlock to allow us to communicate with one another, and it is a word that we arrange together to make sentences, conversations, and discourse of all kinds. Thus we have a paradox in that the most ephemeral part of language is also the centre where meaning, pronunciation and grammar come together.

Vocabulary plays an important role because it appears in every language skill. Vocabulary building is really important in any language learning. She realizes how important the mastery of vocabulary is, particularly for people who study.

English as a foreign Language as stated in the Collier- Macmillan International: Once a student has mastered the fundamental grammatical patterns

English as a foreign Language as stated in the Collier- Macmillan International: Once a student has mastered the fundamental grammatical patterns of a language, his next task into master its vocabulary that he needs. Nobody ever learns all the words in any language. We know and use the words that suit our particular purposes and we continue to learn new words as long as we live.

It is clear enough that everybody who learns a language as a foreign language is hoped to know and master the vocabulary to improve the language skills. Vocabulary becomes a major problem in learning English, teachers of Elementary school emphasizes on this matter earlier. In teaching vocabulary, generally the teacher teaches new words taken from reading text. It means that she integrates vocabulary with reading. This integration will lead to integrative lesson plan.

In some literature, we found the meaning of vocabulary. There are some definitions of vocabulary.

According to Webster's Ninth Collegiate Dictionary, Vocabulary is:

1. A list or collection of words and phrase usually alphabetically arranged and explained or defined.
2. A sum or stock of words employed by a language group individual or work or in a field of knowledge.
3. A list or collection of terms or codes available for use.

There are some experts who give definition of vocabulary Hatch and Brown define vocabulary as a list or set of words for a particular language or a list or set of word that individual speakers of language might use.

From the definition above, that vocabulary is a component of language and numbers of words by a person class, profession, etc. In the communication and every aspects of life such as in trade, education, business, social, politic, etc.

a. The Types of Vocabulary

Nation has divided vocabulary in the specific reference, such a word.

1. Receptive Vocabulary: Knowing a word involves being 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 form and being able to judge if the word form sounds right or look right.
2. Productive Vocabulary: Knowing a word involves being able to pronounce the word, how to write and to spell it, 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 to think of suitable for the word if there any.

Jo Ann Aeborsold and Mary Lee Field Classified Vocabulary into two terms there are:

1. 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.

2. Passive Vocabulary refers to a language items that can be recognizes and understood in the context of reading or listening and also called as receptive Vocabulary. Passive Vocabulary or comprehension consists of the words comprehended by the people, when they read and listen. From the explaining above, we know that every experts in every book is different in classifying the kinds of vocabulary, because every person has different ways in showing and telling their opinions and ideas. It means that vocabulary is of two kinds function and content words.

b. The Use of Vocabulary

Vocabulary is important in case it could help the students to enjoy their classes. One who masters enough vocabulary will find fewer difficulties than those who have fewer vocabularies. When they read a certain text, they will easily get the information from it since they can understand every word in the text. On the others hand, those who lack of vocabulary will face a lot of problems. Mastery of vocabulary will be useful for the process of achieving language- teaching objectives.

That is the mastery of language skills (Listening, Speaking, Reading, and Writing). If we want to communicate with others in certain language, we must master the language they belong to especially to know enough vocabulary of those

language. Yang Zhihong who say that .Worlds are the basic unit of language from supports it. Without vocabulary, one cannot communicate to effectively or express idea. He also states that having a limited vocabulary is also a barrier. Furthermore, Long and Richards explain that vocabulary like grammar is an essential component of all uses of language

c. The Importance of Vocabulary Teaching

Since the English now has been focused more on communicative, the one of the units every teacher of' English should teach vocabulary. 'This has l)cen staled earlier in this chapter by quoting some statements indicating the importance of vocabulary teaching. Even in English curriculum for SMP students, English teaching activities are emphasized and focused on students' communicative ability by providing a number of vocabularies. Nevertheless, the writer still needs to represent some proofs of the importance of vocabulary.

In communication oriented teaching, most pressing concern for the learning is the need to master an adequate foreign language vocabulary; learning syntax comparatively less important in developing the ability to a successful interaction the target language.

This statement shows that learning a foreign language vocabulary is more important than learning syntactical patterns in achieving the goal of communication. Oriented teaching as one of the final goals is to make students able to interact, no matter who she is by using the target language which might also strengthen the importance of vocabulary teaching, states another statement. She states three features as in the following:

1. The ability to understand the target language greatly depends on the one's master vocabulary.
2. Vocabulary aspect acquisition is an important aspect of four skills.
3. The ability to write a foreign language presupposes knowledge of the lexical units of the foreign language.

2. The Picture Story

Pictures are kinds of visual instruction materials might be used more effectively to develop and sustain motivation in producing positive attitudes towards English and to teach or reinforce language skills. It is supposed by Tang Li Shing in His Article that. The Picture had an irascible appeal lbr the children. They created suspense and surprises as well as interest, all of which are indispensable in teaching and learning a foreign language.

One of the ways to make creative techniques in teaching writing such as using media (picture) Brown (1997:20) says that media are useful for teaching and learning activity. So they have important role in teaching learning process. Beside the usefulness for students, they also help the teacher presenting information to the students easily. Then Au (in Musnils, 2006: 89) States that teaching media are tools that can stimulate feeling, mind, attention, interest and motivation of students to learn. So by using picture story as one of the creative techniques to motivate reluctant students in writing.

Hammer, J (1983: 121, 137) states that, this activity (picture story) is an excellent activity for practice of narrative writing and has the advantage over the oral version of the exercise that students are using all four skills to complete the

activity. Further more, it not only gives the students partial information and then asks them, but also use the information as a part of a story in which they must complete by asking other students for other part of story. However, students simply add story that has been created so far.

It has given an overview of the importance of picture story, enabling the students to do anything of the appearance of ideas through picture. The appearance of the ideas on the pictures applied into oral form absolutely describes the importance of possessing large vocabulary. So that, the students are easy to illustrate or depict of what situation or condition will probably be in the picture.

Pertaining to Little wood, W (1981: 24) the general level of difficulty of the task is determined largely by how obvious and how easily describes the distinguishing feature . In this activity, vocabulary that the learners need is determined largely by the subject matter of the pictures.

Jean L. Mckenchnie defines picture in Webster dictionary that . Picture is an image, or likeness of an object, person, or scene produce on a flat surface, especially by painting, drawing or photography. Meanwhile according to Andrew Wright, .Picture is not just an aspect of method but through its representation of place, object, and people, it is essential part of the overall experiences.

Vernon S (Ierlaeli slated: Pictures are a two dimension visual representation of person, places, or things. Photograph prints are most common, but sketches, cartoons, murals, cut outs, charts, graphs and maps are widely used...A picture may not only be worth a thousand words it is may also be worth a thousand years or a thousand miles.

Through pictures, learner can see people, place and things from areas for outside their own picture can also represent image from ancient times or portray the future. The kinds and numbers of pictures that the teacher should take with him to carry out the activities in class can be taken from magazines, articles, or others and should be interactive and interesting to capture the students. attention the purpose of using pictures for the students is to give them an opportunity to practices the language in real context or in situations in which they can make it to communicate their ideas.

The use of pictures are more efficient and practice than words, they are easier to recall and to remember than words, further more they expose real life situation although it happened a long time ago. As it has been explained by Vernon, S.Gerlach and Donald p. Elly,.Picture may not only be worth a thousand miles. Through pictures, Learner can be shown people, places and things, from areas far outside their own experiences. Pictures can represent images from ancient times or portray the future.¹⁸

According to Ruth Gairns and Stuart Redman,.Pictures can be formed such: wall charts, commercially- produced flashcards, hand drawn pictures, and of course illustration from course books and supplementary books.

From the meaning of pictures above, it indicates that the pictures has exchanged and represented the real object into a simple device which has displayed a series of places, object, person, or even experiences.

a. The Use of Pictures Stories

There are five roles of pictures stories:

- a. Pictures can motivate the students and make him or her want to pay attention and want to take part.
- b. Pictures contribute to the context in which the language is being used. They bring the world into the classroom.
- c. The pictures can be described an objective way or interpreted or responded to subjectively.
- d. Pictures can cue responses to questions or cue substitutions through control practice.
- e. Pictures can stimulate and provide information to be referred to in conversation, discussion and story telling beside Horse five roles in using picture, there are six reasons why pictures helpful in teaching lean process.

b The Types of Pictures

Through picture presentation, people are able to reach outside Pictures that they can see always lead to the reality of their minds. that have been presented by pictures depend on the types of V

are two kinds of pictures that Brazyna Szyke finds especial aids, they are:

- a. Pictures of individual persons or thing ma elementary level, to introduce or test voca items for examples :a man, and a car. Portraits, pictures showing people in close details are

useful for intermediate and advance learners. The students can be asked questions about the age and profession. Of the model

b. Pictures of situations in which person and object are in action. Pictures of objects and people can be perfect teaching aids for introducing or reviewing grammatical structures.

According to Betty Morgan Bowen, there are some types of pictures and 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 a single subject its function is to tell a story or a sequence of events.

d. Flash cards

- Word Hash cards: cards with printed words on them can help up rapidly. The cards can be used to demonstrate exactly what the teacher wishes

- Picture Hash cards: useful for the representation of a concept, such as an object or in action.

e. Work cards

Includes visual as well as text magazine pictures drawing map and diagrams can be important part of work cards at all levels used for various purposes.

Meanwhile, Noor Azlina Yunus 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 composite pictures linked to form a series of sequences. Hence, its main function is to tell a story or sequence of events.

c. Individual Picture

These are single pictures of objects, person or activities such pictures vary in size from small newspaper pictures and can be mounted singly.

d. Specialized Pictures (Posters, charts, advertisements, brochures)

Wall posters are not designed specifically for teaching, but rather for advertising or propaganda purposes

The description above teaching some language- learning skills, which the language teacher helps the student enter to an imaginative experience beyond the classroom.

There are six reasons why using pictorial material:

a. Pictures are useful for presenting new grammatical and vocabulary items.

b. Pictorial material allows for meaningful practice of vocabulary and structures presented by the teacher.

c. Pictorial material can also provide a stimulus for using the language at the reproduction and manipulation stages to speak, to read and to write.

d. Pictures can be used for revision from one lesson to another as well as in long term revision vocabulary and structures.

c. Pictorial material can be used to supplement whatever textbook the teacher is using or whatever course he is following. Pictures can be used to provide more practice of the exercises that students have done using the textbook.

f. Pictorial material is easy to collect, to make and to transport.

c. The Advantages and Disadvantages of Pictures Used

a. The Advantages of Pictures Used

Following are some opinions concerning with the advantages of using pictures. According to Vernon. S. Gerlach :

1. They are inexpensive and widely available.
2. They provide common experiences for an entire group.
3. The visual detail make it possible to study subject, which would turn back to be impossible.
4. They can help you to prevent and correct misconception.
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

b. The Disadvantages of Pictures Used

There are some disadvantages of pictures used in teaching and learning process. such as:

1. Students pay attention on the picture more than on learned material.
2. It takes time and costs much to attractive pictures.
3. Small and unclear pictures may arouse problems in the teaching learning Process since the students may misunderstand about the pictures.

Possible ways to overcome them are:

1. Teacher should avoid using pictures or photographs attract more attention to them than to the activity. He also should control the students. Activities including their attention during the teaching learning process.
2. The teacher should make or choose attractive simple pictures to avoid wasting time and money.
3. The teacher should make or choose big and clear enough pictures in order to avoid misunderstanding about the pictures.

B. The Operational Concept

The concept stated above is still in general. to avoid misunderstanding and misinterpreting, writer tries to describe the operational concept of this research. The operational concept of this study is divided into two parts:

A first part is Students ability in mastering vocabulary that can be seen in the following indicators:

- a, Students can determine the meaning of the words.
- b. Students can determine the kinds of the words.

c. Students can determine the synonym other words.

d. Students can determine the antonym of the words.

The Second part is the steps to present vocabulary through picture stories that can be seen in the following indicators:

a. Students are able to explain how (the picture reveals information about the story line.

b. Students are able to brainstorm the possible purposes of the picture given and explain into their own story.

c. Students are able to interpret facial expression, gestures, Clothes, ages, position, as shown in the picture.

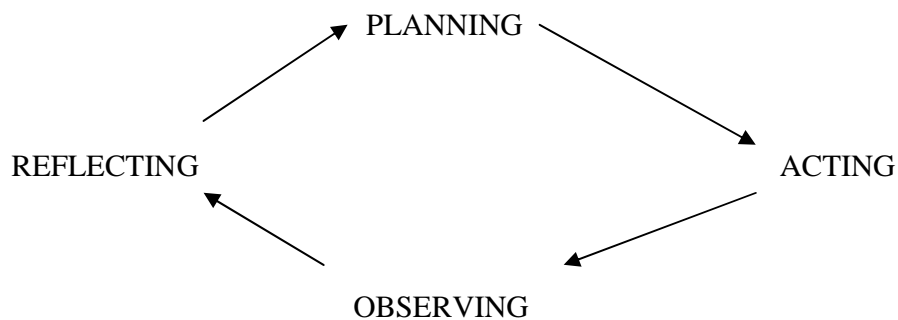
d. Students are able to enrich their vocabulary through the picture applied.

CHAPTER III

RESEARCH METHODOLOGY

A. Design of the Research

The type of this research is an action research. Research method is very important. Kemmis and Taggart (1991: 5) describe action research as a form of collective self-reflective inquiry undertaken by participants in social situation in order to improve the rationality and justice of their own educational practices as well as their understanding of these practice and the situation in which these practices are carried out. It consists of planning, acting, observing, and reflecting. The first step of this action research is planning. In this step, the writer makes a lesson plan about a certain topic, material, media, time, schedule, and instrument for observation. The second step is action. Here, the researcher directly involves in the research totally, from the beginning until the end of the research. The thirds step is observing. In this step, all of data, which are related to the implementation of action, are collected in order to be analyzed. The fourth step is reflecting. Here, the writer tries to reflect the result f the previous study. The conclusion contains the evaluation prepares the preplanning step. Those procedures are reflected in the following scheme.



B. Location and Time of the Research

The location of the research is conducted at SMPN 01 Tambang, which is located on Pekanbaru- Bangkinang. The duration of time to conduct of this research was within 3 months starting from April up to June 2011.

C. Subject and Object of the Research

1. The Subject of the Research

The subject of this research was the first year students' of SMPN 01 Tambang. The subjects consisted of one class. Briefly, not all students who were studying at the first year SMPN 01 Tambang were taken to be the subjects of this research but only several of them.

2. The Object of the Research

The object of this research is increasing vocabulary mastery through picture stories at the first year students of SMPN 01 Tambang.

D. Participant of the Research

The participant of this research is the first year students of SMP 01 Tambang .The number of students are 30 students ,consist of 10 males and 20 females.

E. Cycles of action research

This action research was done with three cycles to increase students' vocabulary mastery through picture stories. Each cycle was done by using many activities. They are:

1. First Cycles consist of planning, acting, observation and reflecting.
2. Second Cycles consist of planning, acting, observation and reflecting.

3. Third Cycles consist of planning, acting, observation and reflecting.

F. Procedures of Research

Cycles 1

1. Planning

The first procedure consisted of teaching scenario by the teacher, observation, media, and evaluation

2. Acting

- a. Ask the students to determine the meaning of the words.
- b. Ask the students to determine the kinds of the words.
- c. Ask the students to find the synonym of the words.
- d. Students can determine the antonym of the words.

3. Observation

In observation, the teacher perceived the students who were working in group, and observe the situation of teaching and learning process.

4. Reflecting

This action research is accepted where:

- 1). 75% of the students are brave and have ability to answer the question from the teacher.
- 2). 70% of the students are brave and give suggestion about their friends' suggestion.
- 3). 70% of the students are brave and have ability to ask about the material
- 4). 80% of member of group discussion are active.

Cycles 2

1. Planning

The researcher made syllabus based on the result of reflecting in the first cycles

2. Acting

The teacher implementid the teaching vocabulary through picture stories based on the result of reflecting in the first cycles

3. Observation

Teacher and researcher do observation through the activity of using picture stories

4. Reflecting

The researcher reflected through implementing the second cycles and re-planning for the third cycles.

Cycles 3

1. Planning

The researcher made syllabus based on the result of reflecting in the second cycles

2. Acting

The teacher implemented the teaching vocabulary through picture stories based on the result of reflecting in the second cycles

3. Observation

Teacher and researcher did observation through the activity of using picture stories

4. Reflecting

The researcher reflected through the implementation of the third cycles and analyzing to make the conclusion in implementing picture stories to increase students' vocabulary mastery

G. Data Collection Technique

- 1) Test; Test was used to find out the students' vocabulary mastery
- 2) Questionnaires; observation was used to students' participate in teaching and learning and implementation of picture stories to increase students' vocabulary mastery

I. Data Analysis Technique

In order to analyze the data, the writer had considered using SPSS 16.

CHAPTER IV

DATA PERSENTATION AND DATA ANALYSIS

A. Research Finding

The title of this research is increasing vocabulary mastery through picture story at the first year students of SMPN 01 Tambang. In order to reach the objective of the research, the writer used Classroom Action Research (CAR). This research consisted of three cycles. Each of the cycles consisted of 4 elements, namely: planning, implementing, observing and reflecting. The process can be seen at the cycles of the action research. Each cycle consisted of two meetings

The materials consisted of 15 words about things around us, 15 words about fruits and vegetables, and 20 words about part of the body. Thus, the total of words given was 50 words and type of the test was essay. In her research, the writer had totally six meetings.

In the first and sixth meetings, the researcher gave diagnostic test to the students, namely pre-diagnostic test and post-diagnostic test. Pretest and post-test consisted of 30 words and the time was 90 minutes.

Table IV. 1**Students' Pretest Score in Vocabulary Mastery**

Respondent	Score
Student 1	40
Student 2	55
Student 3	65
Student 4	55
Student 5	45
Student 6	55
Student 7	60
Student 8	65
Student 9	85
Student 10	60
Student 11	55
Student 12	50
Student 13	55
Student 14	50
Student 15	45
Student 16	45
Student 17	55
Student 18	50
Student 19	55
Student 20	60
Student 21	65
Student 22	60
Student 23	55
Student 24	55
Student 25	45
Student 26	70
Student 27	50
Student 28	65
Student 29	55
Student 30	75

Table IV.2
Statistics Pretest

Pretest

N	Valid	30
	Missing	0
Mean		56.6667
Std. Error of Mean		1.75075
Median		5.5714E1 ^a
Mode		55.00
Std. Deviation		9.58927
Variance		91.954
Range		45.00
Minimum		40.00
Maximum		85.00
Sum		1700.00
Percentiles	9	4.4400E1 ^b
	10	45.0000

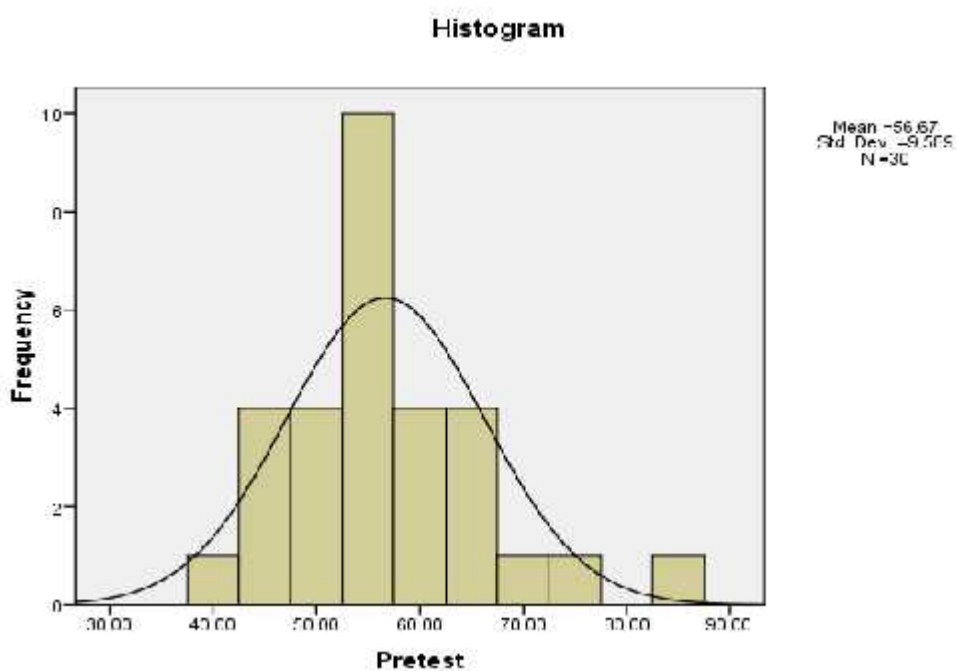
a. Calculated from grouped data.

b. Percentiles are calculated from grouped data.

Table IV.3
Frequency Pretest

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40	1	3.3	3.3	3.3
45	4	13.3	13.3	16.7
50	4	13.3	13.3	30.0
55	10	33.3	33.3	63.3
60	4	13.3	13.3	76.7
65	4	13.3	13.3	90.0
70	1	3.3	3.3	93.3
75	1	3.3	3.3	96.7
85	1	3.3	3.3	100.0
Total	30	100.0	100.0	

To know about the result of the pretest given to the 30 respondents of the first year of SMPN 01 Tambang can be seen in the following histogram.



Each cycle which consisted of four elements is described as follows:

a. Pre-test

In the beginning of observation, the writer gave every student a test in the form of mentioning word. The writer gave a test suitable with the materials given by teacher before. There were 30 questions that consisted of things around us, fruits and vegetables, and part of the body. To conduct this pre-test, the writer collected the words, which were given by the teacher before examining the students' vocabulary.

Having done the pre-test, the writer found the result of the pre-test. The highest score was 85, the lowest was 40, and the mean score was 56.66, and the Std. Deviation was 9.58.

TABLE IV.4
The Result of Pre-Test

Highest Score	87
Lowest Score	40
Mean	75.58

b. Cycle I

On Saturday, 16 and 23 April 2011, the process of teaching vocabulary in the first cycle could be described as follows:

1) Planning

In this cycle, the writer prepared the lesson plan about the new topic that would be taught and of course she prepared the teaching material and teaching aids too. The writer took “Things around us” that would be introduced to the students, namely; table, door, blackboard, chair, and window. The writer used the picture of things around us.

The writer tried to apply the things around us the media: First of the all the writer showed the picture with the name of things around us and asked the students to look at them. She tried to explain and gave information by using Indonesian first and next she explained it by using English. She asked the students to repeat and pronounce what she said. Then, the writer showed the real of things and asked the students to pronounce the names of things.

Next, the writer asked the students to come to front of the class one by one to mention the things around the class by using the picture used in teaching materials.

Then, the writer implemented the method by using game. The name of games was “let’s touch it”. The writer introduced verb “let’s touch and go” to the students. The aim of this game was to strengthen the student’s memory by touching the real things around the students.

2) Acting and Observing

In this cycle, writer stated the class usual. Here, the writer used two teaching aids to teach the new materials:

1. Firstly, the writer used the big colorful painted picture.
2. The second, the writer showed the big picture in front of class, and then she together with the students pronounced them.
3. The third, the writer repeated the pronunciation about the things around them. Slowly, while in teaching learning process, she found most of the students were able to mention and pronounce the name of the things loudly, although there were some students that could not mention it well.
4. The Fourth, showing a picture of blackboard, the writer asked the students, “what is this?”, and some students could respond correctly “blackboard” and the other responses were incorrectly because they said in Indonesian language “papan tulis”. After the students knew the name of all the things around them.
5. The Fifth, the writer asked all of the students to mention the things one by one in front of a class by showing the pictures made by the writer. They were very enthusiastic to pronounce them. Generally, it could be seen that many students

were active in responding the writers' question. But the writer also noticed that there were some of them who were still passive. The Sixth the writer gave a game called "let's touch it".

6. The Sixth, asked the students to touch the things that would be said by her.
7. The Seventh, the writer gave the example, "lets touch the table, I" the writer touched it.
8. The Eighth, the writer called all students to practice this game one by one. The writer observed that they were very enthusiastic to get involved in this game to strengthen the student's comprehension about the things around them.

3) Reflecting

Based on the observation above, the students were enthusiastic in learning a new vocabulary by picture stories because the students were interested in doing something with the physical activities. The writer used picture stories to develop the ability in pronouncing and memorizing some words. It could makes learning more relaxed and the students did not feel bored when they received the transfer of knowledge and they could also memorize the materials more easily.

c. Cycle II

On Saturday, 1 and 8 Mei 2011, the process of teaching vocabulary in the second cycle could be described as follows:

a). Re planning

In this cycle, the writer prepared the lesson plan about the topic that would be taught and of course he prepared the teaching materials and teaching aids too. In cycle II, the writer took "fruits and vegetables" that would be introduced to the students, namely banana, grape, apple, orange, coconut, pear,

pineapple, durian, strawberry, mango. The writer made the teaching aid by himself.

Before the writer began to explain the materials, firstly, the writer gave some questions to the students to interest their attention. After that the writer would explain and gave information about the topic. The writer would show the imitation object of fruits and then the writer asked the students to repeat after the teacher.

Next, the writer asked the student to pronounce the names of fruit in front of the class one by one. And at the end of the meeting the writer also asked to the students to prepare the assignment..

b). Acting and Observing

In the first cycle, the writer had given materials about things around them. The writer used pictures as the media. In this step, the writer did not use pictures but the writer used the imitated objects made from plastics. He brought fruit and vegetables made from plastics material. In the opening he asked the students whether they like fruits or not. Most of them like fruits. Then he asked them to mention their favorite fruits in Indonesian. Then the students mentioned it. After that the writer showed the imitation fruits and vegetables one by one. He took one fruit to the students and pronounced it. After that the students repeated it together. The writer did it until the last fruits and vegetables. After that the teacher tried to check the students' understanding by asked the students to pronounce the name of the fruits and vegetables that the writer showed to the students. In the last practice, the writer asking the students to take the imitated fruits and vegetables

after the writer said their name. For closing the writer gave assignments to the students. The assignment was answering the questions in the students' hand book.

c). Reflecting

Based on the observation above, it could be seen that the students' boredom would rise easily if teaching learning process was done by traditional method or conventional method. The writer as the teacher had to create something to increase the students' interest in learning. Generally, the students were interested in something that involved physical activities.

d. Cycle III

On Saturday, 15 and 22 Mei 2011, the process of teaching vocabulary in the last cycle could be described as follows:

a). Re-Planning

In this cycle, the writer planned the way, how the students improve their vocabulary mastery as well as their spelling ability and pronunciation. The writer prepared the lesson plan for the last topic. The topic is "part of the body". The writer used picture as the first medium of teaching learning process to make his explanation easier to understand.

Next, the writer gave treatment to the students by asking them to pronounce the word. The teacher pronounced the names of the picture or things. Beside, the students were asked to write the spelling of the word on the blackboard. The teacher also dictated the words. When the student looked bored the teacher asked the student to sing together to make them relaxed again.

b). Acting and Observing

In this cycle, the writer gave the material about “part of the body”. Here, the writer used big picture about part of the body as the media. Firstly, the writer brought and stucked the picture about part of the body on the blackboard. After that, the writer asked the students to observe the picture. The writer pointed the parts of the body one by one using the long ruler and pronounced it then the students were asked to repeat after her together. The writer pointed the picture which divided part of the body into three parts, namely head, body, and the leg and arm. The first one was head; head consisted of hair, eye brow, eye, nose, mouth, ear, chin, check, lip, and teeth. Body consisted of breast, hand, stomach, shoulder. The last part was leg and arm. It consisted of leg, arm, hand, finger, and foot After the teacher pointed the entire part of the body, the teacher asked the students to repeat the pronunciations of part of the body while touching their own body. For example, the teacher said eye while touching her eye.

c). Reflecting

Based on the result of the observation the writer saw that motivation in learning vocabulary could be increased by offering them reward. They became more enthusiastic in learning vocabulary by using picture. Beside that, to increase the student’s ability and memorization to learn new vocabulary, the teacher used big picture to teach material. These activities could help the students learn new English vocabulary more easily. If the teacher asked the students to come in front of the class to spell the words, not all the students were able to spell the words correctly. So, they were wrong in writing the spelling of the words, in every cycle, the teacher gave exercise and checked the answer together with the students.

e. Post-test

In the last observation, the writer gave vocabulary test. There were 30 questions that consisted of things around us, fruits and vegetables, and part of the body. The students were asked to mention names of the pictures. The writer concluded that the students could mention words based on the pictures very well. In post-test the highest score was 97, the lowest score was 50, and the mean score was 75,37. Based on the result above, the writer concluded that the students' ability in vocabulary mastery was very well. It was caused by the fact that the use of picture in teaching vocabulary was interesting for them.

B. Data of the Test

The vocabulary test was measure the students' vocabulary mastery. The students were asked to choose one of the four alternatives. After collecting the data and computing the students' score, the writer presented them in the form of table, which contained the percentage of the students in answering the test. This percentage is used as reference to the students' vocabulary mastery.

Table IV. 4**Students' Post Test Score in Vocabulary Mastery**

Respondent	Score
Student 1	45
Student 2	60
Student 3	70
Student 4	60
Student 5	50
Student 6	55
Student 7	65
Student 8	65
Student 9	90
Student 10	65
Student 11	60
Student 12	55
Student 13	60
Student 14	55
Student 15	50
Student 16	60
Student 17	70
Student 18	65
Student 19	65
Student 20	65
Student 21	70
Student 22	65
Student 23	60
Student 24	65
Student 25	50
Student 26	85
Student 27	55
Student 28	70
Student 29	65
Student 30	80

Table IV. 5
Statistics Post Test

N	Valid	30
	Missing	0
Mean		63.1667
Std. Error of Mean		1.81759
Median		6.2667E1 ^a
Mode		65.00
Std. Deviation		9.95536
Variance		99.109
Range		45.00
Minimum		45.00
Maximum		90.00
Sum		1895.00
Percentiles	9	5.0286E1 ^b
	10	50.7143

a. Calculated from grouped data.

b. Percentiles are calculated from grouped data.

In this variable Y, it is obtained that the highest score that the students may obtain is 100 and the lowest score they may obtain is 0. Based on this data analysis of the students' scores, the highest score they get is 90 and the lowest one is 45. The range of the students' score is $90 - 45 = 45$ and the mean score is 63.16. The standard deviation is 9.95.

Table IV.6

Frequency Post Test

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 45	1	3.3	3.3	3.3
50	3	10.0	10.0	13.3
55	4	13.3	13.3	26.7
60	6	20.0	20.0	46.7
65	9	30.0	30.0	76.7
70	4	13.3	13.3	90.0
80	1	3.3	3.3	93.3
85	1	3.3	3.3	96.7
90	1	3.3	3.3	100.0

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 45	1	3.3	3.3	3.3
50	3	10.0	10.0	13.3
55	4	13.3	13.3	26.7
60	6	20.0	20.0	46.7
65	9	30.0	30.0	76.7
70	4	13.3	13.3	90.0
80	1	3.3	3.3	93.3
85	1	3.3	3.3	96.7
90	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Based on the category used in this research, it is known that one (1) students got 45 (3.3%), three (3) students got 50 (10.0%), four (4) students got 55 (13.3%), six (6) student got 60 (20.0%), and nine students got 65 (30.0%), four (4) students got 70 (13.3%), only one (1) student got 80 (3.3%), only one (1) students got 85 (3.3%), and only one students got 90 (3.3%).

From this data, it can be concluded that dominant score of the students is 65. If the mean score (63.16) is referred to the category of the students' ability in reading skill, the mean score of the students is categorized into good because the mean score is in the interval of 45 – 90.

Moreover, there are three students are categorized into excellent (80 - 100), twenty (20) students are considered having *good* ability in reading skill, seven (7) students are classified into having *bad* category, and no students are categorized into very bad category.

To know about the result of the Post test given to the 30 respondents of the first year of SMPN 01 Tambang can be seen in the following histogram.

Diagram IV. 2

Histogram

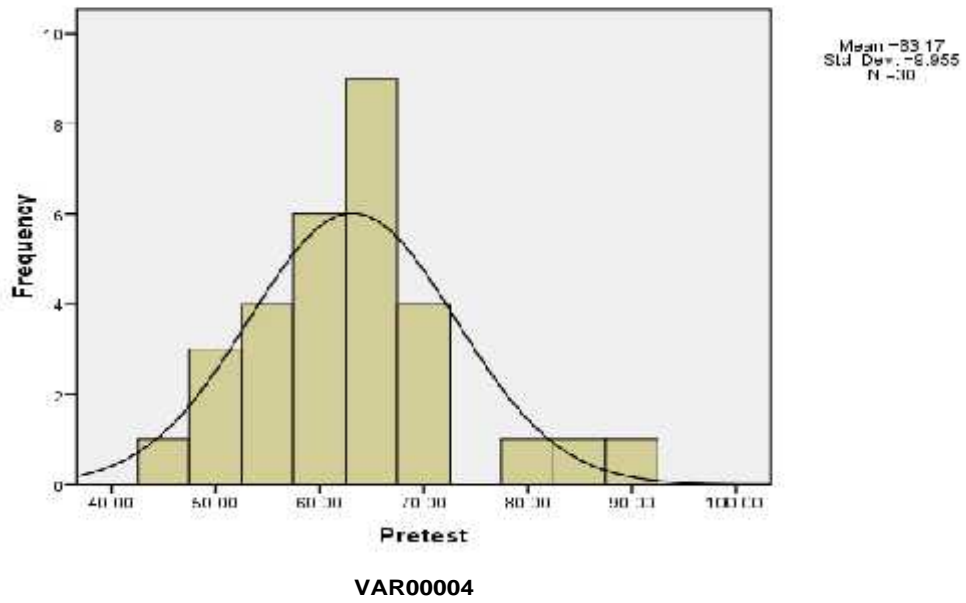
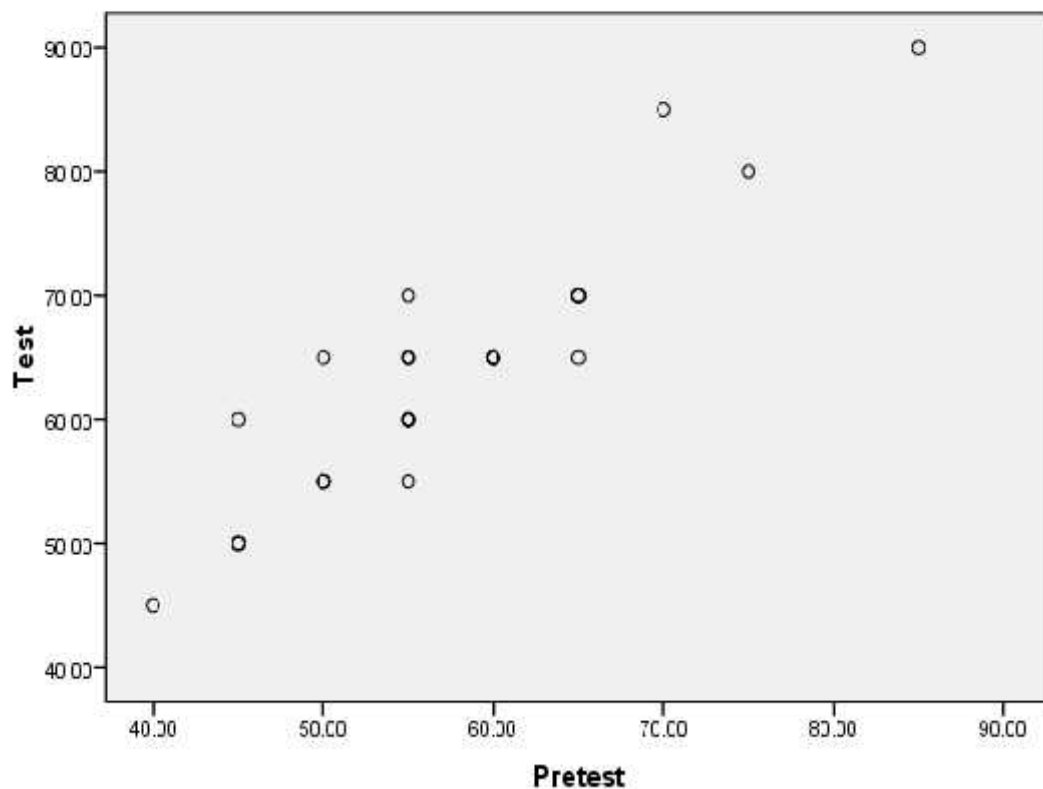


Table IV. 7**Recapitulation Students' Pretest and Post Test Score in Vocabulary Mastery**

Respondent	Pretest Score	Post Test Score
Student 1	40	45
Student 2	55	60
Student 3	65	70
Student 4	55	60
Student 5	45	50
Student 6	55	55
Student 7	60	65
Student 8	65	65
Student 9	85	90
Student 10	60	65
Student 11	55	60
Student 12	50	55
Student 13	55	60
Student 14	50	55
Student 15	45	50
Student 16	45	60
Student 17	55	70
Student 18	50	65
Student 19	55	65
Student 20	60	65
Student 21	65	70
Student 22	60	65
Student 23	55	60
Student 24	55	65
Student 25	45	50
Student 26	70	85
Student 27	50	55
Student 28	65	70
Student 29	55	65
Student 30	75	80

To know about the recapitulation of the pretest and test given to the 30 respondents of the first year of SMPN 01 Tambang can be seen in the following scatter plot below:

Rekapitulation Pretest and Test of Vocabulary Mastery



C. Result of the Questionnaire

The scores obtained in a research can provide a clear description of a subject studied. To interpret the data, it is necessary to provide the categorization in order to ease the interpretation of the research findings. The strategies used were classified into four categories: very good, good, less, and bad. The questionnaire consisted of 12 items. So, the lowest score could be 0 ($0 \times 12 = 0$) and the highest one could be 48 (4×12). The blue-print of the questionnaire can be seen below:

Table IV. 8
Blue-print of Questionnaire

No.	Factors	Item distribution
1	Vocabulary	1, 4, 7, 10
2	Background Knowledge	2, 5, 8, 11
3	Motivation	3, 6, 9, 12
	TOTAL	12 Items

The questionnaire contained 12 items in which each factor consisted of four items. The questionnaire was organized based on Modified Likert scale, which had only four options:

- *Always* is scored 4
- *Often* is scored 3
- *Seldom* is scored 2
- *Never* is score 1

Table IV. 9
Statistics of the Questionnaire

		Total	Vocabulary	Background knowledge	Motivation
N	Valid	30	30	30	30
	Missing	0	0	0	0
Mean		33.2333	11.2333	11.5667	10.4333
Std. Error of Mean		.74538	.37656	.29040	.37656
Median		33.0000	11.0000	11.0000	11.0000
Mode		34.00	11.00	11.00	11.00
Std. Deviation		4.08262	2.06253	1.59056	2.06253
Variance		16.668	4.254	2.530	4.254
Skewness		.338	-.083	.118	-.505
Std. Error of Skewness		.427	.427	.427	.427
Kurtosis		-.003	-.395	-.040	-.992
Std. Error of Kurtosis		.833	.833	.833	.833
Range		17.00	8.00	7.00	6.00
Minimum		25.00	7.00	8.00	7.00
Maximum		42.00	15.00	15.00	13.00
Sum		997.00	337.00	347.00	313.00

Table IV. 10
General Description of Questionnaire

Item	Minimal	Maximal	Range	Mean	Standard deviation
14	25	42	17	33.23	4.08

From the 14 items, the minimal score obtained is 25 and the maximal one is 42. The range is 17, the mean score is 33.23, and the standard deviation is 4.08.

Table IV. 11**Frequency of the total answer of respondents**

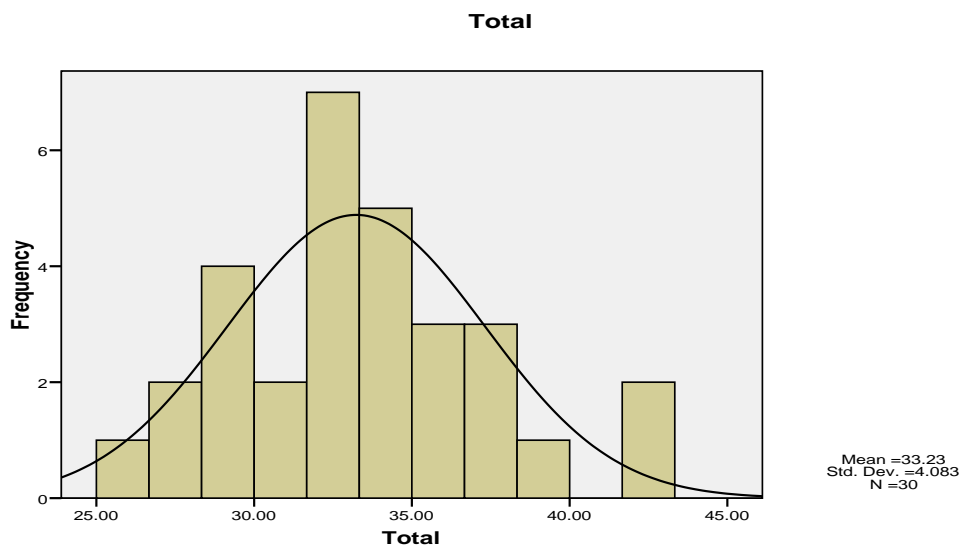
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25.00	1	3.3	3.3	3.3
	28.00	2	6.7	6.7	10.0
	29.00	4	13.3	13.3	23.3
	30.00	2	6.7	6.7	30.0
	32.00	3	10.0	10.0	40.0
	33.00	4	13.3	13.3	53.3
	34.00	5	16.7	16.7	70.0
	35.00	2	6.7	6.7	76.7
	36.00	1	3.3	3.3	80.0
	37.00	1	3.3	3.3	83.3
	38.00	2	6.7	6.7	90.0
	39.00	1	3.3	3.3	93.3
	42.00	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Based on this calculation, it is known that only one student got 25 (3.3%), 2 students got 28 (6.7%), four students got 29 (13.3%), two students got 30 (6.7%), three students got 32 (10%), four students got 33 (13.3%), 5 students got 34 (16.7%), two students got 35 (6.7%), one student got 36 (3.3%), one student got 37 (3.3%), two students got 38 (6.7%), one student got 39 (3.3%), and two students got 42 (6.7%).

Table IV. 12**Frequency Table of Questionnaire**

Category		Frequency	Persent (%)
Bad	$25 \leq X < 29$	7	23.33%
Less	$29 < X < 33$	9	30%
Good	$33 < X < 37$	9	30%
Very good	$37 < X < 41$	5	16.66%
Total		30 students	100%

Table above describes that 7 students (23.33%) got bad category, 9 students (30%) got less category, 9 students (30%) got good category, and only 5 students (16.66%) got very good category in the factors influencing reading skill. In general, it can be summarized that the majority of the students got lower score. This data can be presented in the histogram below:

Diagram IV. 3

Then, the details of each factor can be presented below:

1. Vocabulary

Table IV. 13

Vocabulary

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 7.00	1	3.3	3.3	3.3
8.00	3	10.0	10.0	13.3
9.00	1	3.3	3.3	16.7
10.00	5	16.7	16.7	33.3
11.00	8	26.7	26.7	60.0
12.00	3	10.0	10.0	70.0
13.00	5	16.7	16.7	86.7
14.00	2	6.7	6.7	93.3
15.00	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Table IV. 14

Frequency Table Vocabulary

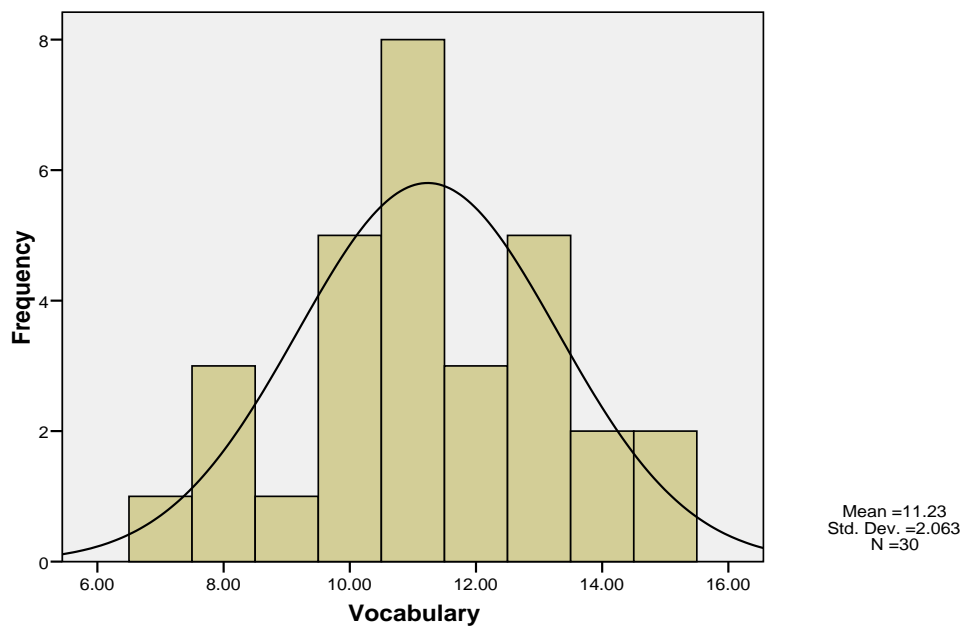
Category	Frequency	Percent (%)
Bad	$7 \leq X \leq 8$	13.33%
Less	$9 < X \leq 10$	43.33%
Good	$11 < X \leq 12$	26.66%
Very good	$13 < X \leq 15$	13.33%
Total	30 students	100%

The table above describes that 4 students (13.33%) got bad category, 13 students (43.33%) got less category, 8 students (26.66%) got good category, and only 4 students (13.33%) got very good category in the vocabulary of the factors influencing reading skill. In general, it can be

summarized that the majority of the students got less category. This data can be presented in the histogram below:

Diagram IV. 3

Vocabulary



2. Background Knowledge

Table IV. 15

Background knowledge

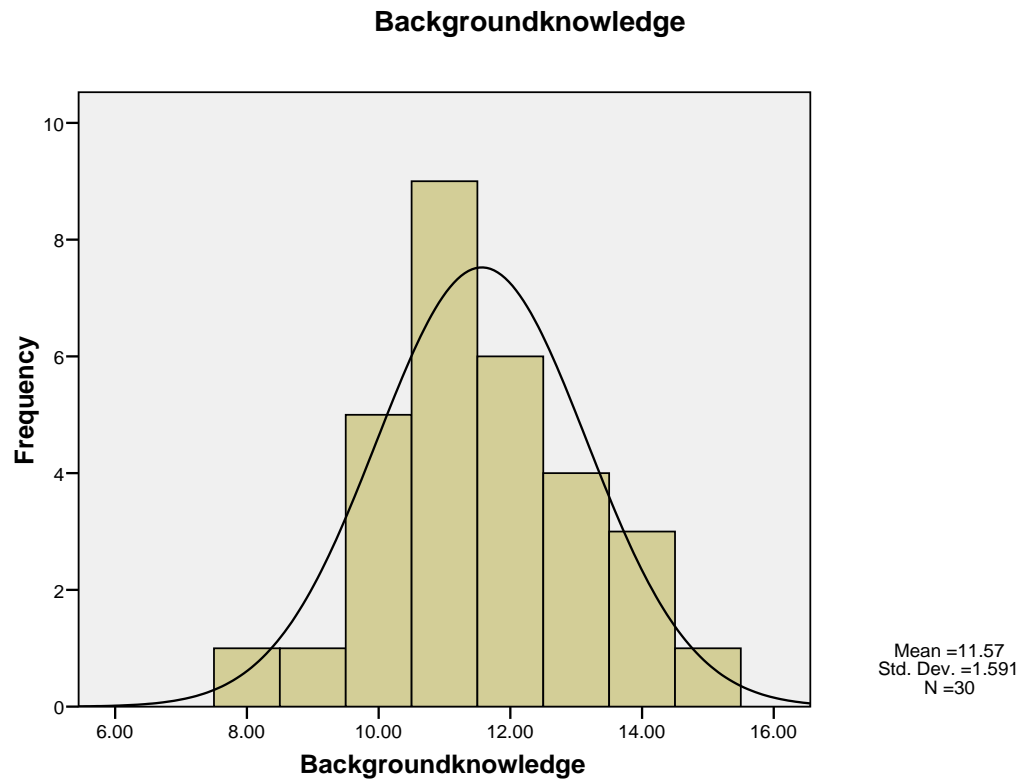
		Freque ncy	Percent	Valid Percent	Cumulative Percent
Valid	8.00	1	3.3	3.3	3.3
	9.00	1	3.3	3.3	6.7
	10.00	5	16.7	16.7	23.3
	11.00	9	30.0	30.0	53.3
	12.00	6	20.0	20.0	73.3
	13.00	4	13.3	13.3	86.7
	14.00	3	10.0	10.0	96.7
	15.00	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Table IV. 16**Frequency Table Background Knowledge**

Category		Frequency	Persent (%)
Bad	$8 \leq X \leq 9$	2	6.66%
Less	$9 < X \leq 10$	14	46.66%
Good	$11 < X \leq 12$	10	33.33%
Very good	$13 < X \leq 14$	4	13.33%
Total		30 students	100%

The table above describes that 2 students (6.66%) got bad category, 14 students (46.66%) got less category, 10 students (33.33%) got good category, and only 4 students (13.33%) got very good category in the background knowledge of the factors influencing reading skill. In general, it can be concluded that the majority of the students got less score (46.66%). This data can be presented in the histogram below:

Diagram IV. 4



3. Motivation

Table IV. 17

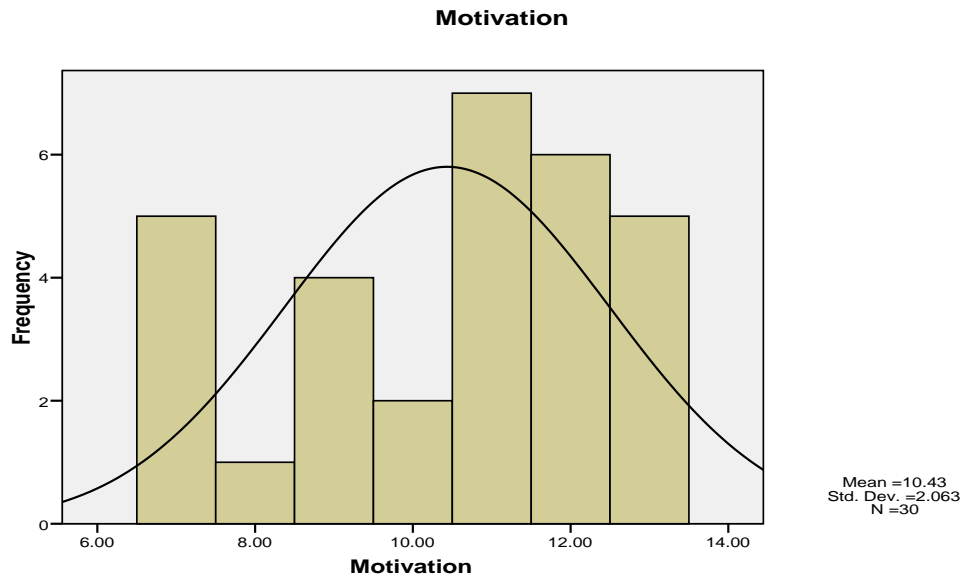
Motivation

	Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid 7.00	5	16.7	16.7	16.7
8.00	1	3.3	3.3	20.0
9.00	4	13.3	13.3	33.3
10.00	2	6.7	6.7	40.0
11.00	7	23.3	23.3	63.3
12.00	6	20.0	20.0	83.3
13.00	5	16.7	16.7	100.0
Total	30	100.0	100.0	

Table IV. 18**Frequency Table Motivation**

Category		Frequency	Persent (%)
Bad	$7 \leq X$	6	20%
Less	$8 < X$	4	13.33%
Good	$9 < X \leq$	9	30%
Very good	$11 < X \leq$	11	36.66%
Total		30 students	100%

The table above describes that 6 students (20%) got bad category, 4 students (13.33%) got less category, 9 students (30%) got good category, and 11 students (36.66%) got very good category in the motivation of the factors influencing reading skill. In general, it can be concluded that the majority of the students got very good category (46.66%). This data can be presented in the histogram below:

Diagram IV. 5

Based on the calculation and analysis above, it can be summarized that motivation is superior to others (vocabulary and background knowledge).

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Theatrical Conclusion

Teaching of vocabulary by using picture story has always been a central aspect of foreign language teaching, as a teacher must know how to make students interest to study English, especially in teaching vocabulary's in other word, English teacher should be able to choose appropriate technique of vocabulary teaching. If the students have wide vocabulary they will easier and are able to develop their four language skills, (listening, speaking, reading and, writing)

Teaching vocabulary through picture story will have to stimulate interest the students and to provide ways and order to be actively engaged in their own learning process. In addition teaching vocabulary through picture story can increase or improve students' vocabulary mastery and can create imagination in expressing their ideas the new vocabulary into their stories

Based on the writer's action research in teaching vocabulary by using picture story at the first year students of SMP 01 Tambang, the writer draws the following conclusion.

1. Picture story is very helpful for increasing students' vocabulary mastery at the at the first year students of SMP 01 Tambang. The ways to increase their vocabulary by using Picture story are by providing the pictures as a media in teaching vocabulary and providing pictures which are related to

the objects.. The advantages of using picture story in teaching vocabulary for the students are increasing the student's memory about the vocabulary given, increasing the understanding of the students and decreasing the monotonous teaching learning process especially in teaching vocabulary.

2. The results data analysis, the writer can be conclude that, the result of post-test is better than that of pre-test. The students' vocabulary mastery is categorized "Good" by using picture story. The increasing score of the students test shows that by using picture story, the students have better memorization of the words.

B. Suggestion

At the end of this chapter, the writer would like to give some suggestion, which is hopefully would be useful for other researcher, the head master, teacher and finally to the students of SMPN 01 TAMBANG.

1. to other researcher

It is expected that the other researchers will develop this research by using different perspective and different object. In other words, they can use this research as the reference in completing their research papers.

2. to the head master it is suggested to help the teacher some supported language learning facilities.
3. to the English teacher, it is suggested to have positive attitude toward English and to practice on how their ideas should be expressed in English by not wait the teacher as them to do so. This is to enable them being aware of English is international language use for communication in era globalization. By

mastering wide vocabulary we can communicate easily with the people about many things.

4. to the reader The readers especially those who concern with English teaching, should use many other sources to improve the knowledge about teaching vocabulary.

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