

CHAPTER I

INTRODUCTION

1.1 Background

English is one of the international languages used in countries throughout the world, including Indonesia. The use of English in every activity and field, makes it a language studied throughout the world, both as a second language and as a foreign language. Saleh (1997:1) states that English has been chosen as the first foreign language to be taught as a compulsory subject from the first year of junior high school up to the first year of college.

Pictures is one of the important learning elements in teaching and learning activities. Learning with pictures is a tool used to help learning activities become more fun and arouse students' interest in learning and understanding a material. Pictures is one of the media, which may be used by teacher to help students easily to understand the new words. According to Tang Li Shing (1981: 11), pictures are kinds of visual instruction materials which might be used more effectively to develop and sustain motivation in producing positive attitudes towards English and to teach or reinforce language skills. It means that pictures have an irascible appeal for the children. They create suspense and surprises as well as interest, all of which are indispensable in teaching and learning a foreign language.

Vocabulary is a core part of language skills and is a fundamental part of communication skills. Vocabulary in English is one of the requirements to be able to master the English language. One of the problems for students in learning English is vocabulary mastery because students often lose out in their vocabulary. Vocabulary is a significant language component in master English. According to Richards & Renandya, (2002: 255) "Vocabulary is a core component of language proficiency and provided much of the basis for how learners listen, speak, read, and

write”. It depicts that through dominance of vocabulary individuals be able communicate their thoughts and have the option to collaborate all the more extensively. (Ur, 1996: 60), vocabulary is one of significant stuff to be taught in learning unknown dialect since it will be difficult to shout out beyond assortment of word.

Teaching vocabulary is one of the most important learnings. Student vocabulary learning can be done by using learning pictures, one example is pictures through pictures can help students in the vocabulary learning process and the more pictures students know, the greater the student's ability to understand the vocabulary. According to Gower, et al. (2005), in teaching vocabulary it is better to use real things rather than only giving explanation to the students and it can create a fun learning in teaching and learning activity. Neuman and Dwyer (2009), states that Teaching vocabulary is clearly more than just presenting a new words. Teaching vocabulary is the explicit instruction of word meanings, including providing child-friendly definitions, examples and opportunities to use the words in multiple contexts.

Researchers choose to use pictures in teaching vocabulary because pictures are assumed to help students and they enjoy the learning process, making it students to develop students' vocabulary. Considering this explanation, researcher is interested in conducting research on the topic “ **The Use Of Pictures To Improve Students' Vocabulary at SMP Negeri 10 Kupang.**”

1.2 Research Problem

Based on the above background, the formulation of the problem in this research is :

Does the use of pictures improve students' vocabulary achievement at the first grade students SMP Negeri 10 Kupang?

1.3 Aim of Study

To know whether the use of pictures improves students' vocabulary achievement at the first grade students SMP Negeri 10 Kupang.

1.4 Significance of Study

The results of this study have some applications and implications.

1.4.1 Application

The researcher hopes that the results of the study can be used by the Researcher, Teacher, students:

1. Teacher

The English teacher can use pictures in teaching vocabulary. They can use pictures to improve their ability in teaching vocabulary.

2. Students

Hopefully it can help students to improve their vocabulary through the use of pictures.

3. Researcher

These findings can be used as a starting point to improve teachers' teaching abilities now and in the future. The researcher hopes the research can be used by the next researcher as one of the references in conducting research on English language teaching, especially in the application of the use of pictures to improve students' vocabulary teaching.

1.4.2 Implication

Pictures is one of media which can be used by the teacher in order to improve the students' vocabulary mastery. According to Scrivener(1994), "Pictures can be drawn on the board or on posters." They have been used a starting point for mastering vocabulary. Wright (1989:2), states, "Pictures are media that can be applied in teaching and learning english. The pictures will motivate the students to get ideas, information and make the students more interested in studying English".

Vocabulary is one of the foreign language teaching that will be used with the pictures method. Where students are asked to work on test questions. In the form of test questions can train students to improve their vocabulary. According to Nunan (1991:118), vocabulary is an element in the acquisition of a second language.

The use of pictures is used for students to understand the meaning of vocabulary. The use of pictures is a framework to help students so that it is not difficult to learn the vocabulary. Through teaching vocabulary, it is expected to be able to motivate students, effective learning activities arise when students participate in knowledge discussions to obtain learning objectives.

The implication is also shown according to Zainuddin (2016), the use of pictures as media in teaching English vocabulary at the seventh- grade students of Junior High School. The researcher concluded that the student' vocabulary had improved after the pre-test was given it was supported by the significant different result of the pre-test that was higher than post-test. The main factor affecting this improvement was the students' interest in the picture, it can be suggested from the test result. Based on the test, most of the students said that the use of a picture could help them in mastering vocabulary. Moreover, the picture could increase the students' motivation in learning English. The use of pictures can be an alternative way to teach vocabulary, especially to improve the students, mastery in vocabulary.