

CHAPTER I

INTRODUCTION

1.1 Background

Vocabulary is one of the important language components in learning English, without a proportional amount of vocabulary, anyone will have difficulty in speaking, reading, listening, and writing. There some definition of vocabulary according some experts: according to Brown (1992) stated that vocabulary is the foundation to build a language that plays a fundamental role in communication. It means that vocabulary is the priority in learning English. According to Nunan (1991), learning vocabulary in the very early stages is more fundamental than grammar, since without vocabulary one would not be able to use the structure functions for effective communication. In other words, we can say that without grammar someone can communicate little, but without vocabulary, someone can communicate nothing. As Thornbury (2002) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

Teachers are expected to create a good classroom atmosphere during the teaching and learning process. Teachers usually use the old approach to teach their students. The teacher asks the students to answer the questions after the explanation. Therefore, they feel bored and at the same time do not pay attention. The new words given to students by their teachers and classmates have been implemented in class activities. Therefore, viewing and memorizing vocabulary seems to be ineffective for English learners. According to Ellis (1998:162), "teachers create an atmosphere in which students are able to construct knowledge, reflect on what they learn", and Uberman (1998:20) states that "learners better remember material that has been presented through visual aids." By using pictures to teach vocabulary, students can find new vocabulary from what they see from the pictures. The use of pictures as media is also an indirect learning because students do not realize that they are also learning new vocabulary. The use of pictures in the teaching and learning process is also fun because it keeps students from getting bored.

Increasing the English vocabulary ability has become more important. However, vocabulary is very important thing to understand what student read and heard. In learning, foreign language learners need to have many vocabularies to help them. As a student they always make mistake both in written or in spoken. The caused is lacked of vocabulary, didn't understand the vocabulary or misunderstanding. Vocabulary is an important component in a student's ability to master a foreign language. It becomes the micro skills in learning the language. Vocabulary is taught to people when they learn a foreign language, according to Ur (1996). In other words, vocabulary is used to convey meaning, and without it, people cannot write or say what they want. In addition, according to Wilkins in Thornbury (2002), mastering vocabulary is another way to master English; mastering vocabulary is also another way to master words and expressions.

Visual media consists of everything that can be seen by the human eye. Images are components of visual media. Then, a picture can be defined as an image that is designing or describing by many senses (Merriam Webster). However, according to Shing (1981), as cited in Aldhionita (2015), pictures are a type of visual instruction material. Wright (1989) mentions several types of images, such as single items, one person, popular people, several people, people's activities, places, origins, lots of data, news, fictional images, maps and symbols, collections of images and scripts, one interesting image. , strange, and explanation. Images attract and encourage, according to Wright (1989). In addition, pictures can function as representations of various objects, such as things, people, or animals, so teachers cannot bring real objects into the classroom. Pictures help students understand foreign words and provide illustrations or understanding of their meaning. Therefore, picture are an excellent visual tool.

There are many advantages in teaching vocabulary using picture, the first students can be interested in learning vocabulary using picture, the second can make not bored to learn due to use the picture because picture is tools most effective and efficient to teach vocabulary, and then media picture is very

important use in the effort make it clear understanding of the learners and also picture can help teacher in achieving goals instruction, because of the picture including simple media and inexpensive and large means to increase the value of the teaching. With picture understanding and experience learners be larger, clearer and is not easy.

The reason, choosing the title is based on the researcher's, there are some students at SMPN 6 Palopo who have poor vocabulary and even the general vocabulary they often hear they don't know. Therefore, the researcher wants to increase students' vocabulary using picture media at seventh grade of SMPN 6 Palopo.

Based on explanation, it can be concluded that Vocabulary is fundamental to the mastery of the all skill, because they are smallest element of the sentences. It is crucial to teach students vocabulary. It is very important because without vocabulary students could not speaking, writing, and could not understand the meaning of a sentence or could not understand what the people say. In teaching and learning process, the teachers are hoped to be able to make a good so that students can pay attention and not get bored situation in the class such as the use picture to increase vocabulary. the use of pictures in the teaching and learning process is a fun activity because pictures make students not bored. The use of pictures makes vocabulary material more meaningful, to help students memorize words easily and to represent actual objects or objects. The use of pictures is also a fantastic educational tool and makes learning more fun than usually.

1.2 Problem Statement

Based on the background above, the researcher formulates problem statement as “can the use of picture media to increase students’ vocabulary at seventh grade of SMPN 6 Palopo?”

1.3 Objective of the Research

Based on problem statement above the objective of the research is “ to find out whether or not the use of picture media can increase students’ vocabulary at seventh grade of SMPN 6 Palopo”

1.4 Significance of the Research

The result of this research are expected to be useful information:

1. For the teacher, this research can be useful as a new concept about increasing and developing the teaching and learning process of vocabulary in English at seventh grade.
2. For the students, this research can give be useful to increase students' vocabulary.
3. For the research, for future the researcher, this research is expected to become a reference for future the research using of picture to increase students' vocabulary.

1.5 Scope of the Research

In this research, the researcher was focus on learning vocabulary by using picture media to increase students' vocabulary at the seventh grade of SMPN 6 Palopo. The vocabulary is focused on noun.

1.6 Operational Definition

- a. Vocabulary is a list of words as a basic component of language proficiency which has a form or expression and contains of aspects, they are meaning, use of word, form (pronunciation and spelling).
- b. Media are the tools used by the teachers to their students to convey the instructional purpose in learning process.
- c. Picture is a design or representation made by various means (such as painting, drawing, or photography).

CHAPTER II

REVIEW OF RELATED LITERATURE

2. 1 Some Pertinent Ideas

1. Vocabulary

a. Definition of vocabulary

Vocabulary is the first aspect that must be learned by students in learning a language. It is the most important element to make someone more understand the language. Without sufficient vocabulary, we cannot communicate and express ideas easily in both oral and written forms. There are several definitions by some experts about vocabulary. Hatch and Brown (1995) define vocabulary as a list or a set of words for a particular language or a list of words that individual speakers of a language might use. According to Linse (2005), vocabulary is the collection of words that an individual knows. Hornby (1995) defines vocabulary as a list of words used in a book with definition and translation. Whereas, Gardner (2010) defines vocabulary as not only concerned with the meaning of words, but also how people use the words and store the words, how they connect between one word to another word, and also how people make a phrase with that words.

Vocabulary is very important for language proficiency, according to Richards and Renandya (2002: 255). Without an adequate vocabulary and methods for acquiring new vocabulary, learners may not reach their potential and may be discouraged from taking advantage of the language learning opportunities around them, such as listening to the radio, listening to native speakers, reading, and writing. According to Susanti (2002:89), “Vocabulary is the total number of words in a language. It is also a collection of words a person knows and used in speaking and writing “. It means that vocabulary is collection of the words used every one to use in speaking and writing.

Vocabulary, according to Ebert and Kamil (2005: 3), is knowledge about the meaning of certain words. Vocabulary has many definitions. For example, some teachers use the term to refer to sight vocabulary, meaning students know the words in print firsthand; other teachers use the term to

refer to listening vocabulary, or students' understanding of the words they hear in spoken language. Content teachers use the term academic vocabulary to refer to content-specific words. Within this section, we use the term vocabulary to refer to students' understanding of oral and print words. Vocabularies include conceptual knowledge of words that goes well beyond a simple dictionary definition. Students' vocabulary knowledge is a building process that occurs over time as they make connections to other words, learn examples and non-examples of the word and related words, and use the word accurately within the context of the sentence (Snow, Griffin, & Burns, 2005).

Based on the statement above, the writer concludes that vocabulary is a list of words that are essential elements for the individual speakers that used to convey the meaning and communicate with each other in formal language or international language. and Vocabulary is important for people especially for students, teachers, and government. Because they need it. And every year often present new word or vocabulary in this world. Therefore, they are so important to enrich vocabulary mastery.

b. Kinds of vocabulary

Vocabulary is the stock of lexical items in a language Vocabulary can be divided into two categories: receptive and productive for learning and teaching purposes. Words for lexical items that can only be recognized and understood while reading and listening to the material are called receptive vocabulary, while productive vocabulary refers to words that can be remembered and used correctly while writing and speaking. Sometimes it is difficult to tell the difference because the words students keep in their receptive storage can suddenly become productive if the situation or context becomes a permanent state. According to Harmer (1991), there are two categories of vocabulary:

1. Active vocabulary refers to the vocabulary that the students have been taught or have learned and which they are expected to be able to use.

2. Passive vocabulary refers to the vocabulary that the students do not frequently use but can be recognized and understood the meaning both in textual and oral contexts.

Similarly, Legget et., al. (1982) points out that in a sense, every person has two types of vocabulary:

- 1) Passive or recognition vocabulary which is made up of the words. One recognizes in the context or reading material, but he does not actually use himself.
- 2) Active vocabulary which consists of working words. One uses daily in writing and speaking.

While Schail (1967) states that everyone has three types of vocabulary as follows:

- 1) Active, These are the words one customarily uses in speaking. The active vocabulary probably runs from 5.000 to 10.000 words.
- 2) Reserve, These words are known but rarely use in ordinary speech. One will use them in writing a letter, or when he has time to consider or when he is searching for a synonym.
- 3) Passive. The words one recognizes vaguely but is not sure of the meanings. He never uses them in either writing or speech. He just knows that he has seen them before.

And more specific of vocabulary division is pointed out by Good (1959), which can be divided into four types:

- 1) Oral vocabulary refers to words that a person employs them in expressing ideas orally and actively.
- 2) Writing vocabulary refers to words that commonly used in writing.
- 3) Listening vocabulary refers to words that a person can understand when they are heard.
- 4) Reading vocabulary refers to words that someone can recognize them when he finds them in written form.

2. Parts of speech

1. Noun

Noun is a classification of words used to name objects, people, places, ideas, and even actions. Nouns can be singular and plural. In a sentence, a noun can function as a subject, direct object, indirect object, subject complement, or object of a preposition. There are several types of nouns, namely:

1) Common noun

Common nouns are words that are still general in a category. For example: city, month, day, country, girl, boy. Because it has a general nature, in writing the initial letters do not use capitals.

2) Proper noun

Proper nouns are the opposite of common nouns, namely the specific names of people, things, places, and so on. Well, because it is specific, the initial letters are written using capitals. This writing applies if the noun is located at the beginning, middle, or end of the sentence. Example: January, Intan, Singapore, Bandung, etc.

3) Countable noun

A countable noun is a word that allows it to be counted, even though the number is very large. Examples of countable nouns include cat, apple, table, chair, and many more. If the number is more than one (plural), the writing usually begins with some, any, a few, few. If singular, the prefix can be the, a, or an. These prefixes are articles which are also part of the part of speech.

4) Uncountable noun

Uncountable nouns are nouns that cannot be counted. Even though there are many or few, this one noun still cannot be quantified with a number unit. For example: Sand, water, milk, etc.

5) Mixed noun

mixed nouns are nouns that can be countable or uncountable, depending on the context. For example, hair alias hair.

6) Abstract noun

Abstract nouns are nouns that cannot be felt by the five senses. So, it is abstract and intangible. Example: Happiness, sadness, motivation, courage, affection, age, etc.

7) Concrete noun

Concrete nouns are things that can be observed by the five senses. For example: Pillow, fan, mirror, clock, and many more.

8) Singular noun

As the name implies, a singular noun is a singular noun, aka the number is only one. For example, a dog, an apple, an iPhone, and many more.

9) Plural noun

Plural nouns are nouns that have more than one number, but can still be counted. For example: Bananas, watermelons, pineapples, and others.

10) Collective noun

Collective nouns are collective nouns that show a combination or group of things, people, or places. Example: Family, committee, pair, etc.

11) Compound noun

Compound nouns are nouns that consist of two or more nouns that have different meanings than if each noun stands alone. For example: post office, airport, boyfriend, breakfast, and many more.

12) Noun phrases

A noun phrase is a phrase that consists of a combination of nouns, pronouns, or numbers. For example, the fair-skinned woman.

13) Possessive Noun

Possessive noun is a word to show an object of ownership. Examples such as Fredy's house, Switzerland' capital city, lecture's book, etc.

2. Pronoun

Pronoun is a word that is used to replace a noun. The use of a pronoun can prevent the repetition of words that can cause the discourse that is built is not good. Pronouns like nouns have several types, including the following:

1) Personal pronoun

Personal pronoun is a word to replace the noun person. Examples of personal pronouns are I, You, We, They, He, She, It, Them.

2) Demonstrative pronoun

Demonstrative pronouns are words that function to replace pointing words according to the number and distance. For example this, that, these, those.

3) Interrogative pronoun

Interrogative pronouns are pronouns to ask questions. For example, who, which, whom, whose, what.

4) Relative pronoun

Relative pronouns function as pronouns for relative clauses. A relative clause is part of a dependent clause in the form of a sentence consisting of a subject and a verb but cannot stand alone as a sentence. For example, the words who, which, whom, whose, what, that.

5) Indefinite pronoun

Indefinite pronoun is a substitute for stating things that are general or general. For example, another, anything, everyone, everything, someone, none, nothing, anywhere.

6) Reflexive pronouns and intensive pronouns

A reflexive pronoun is an object that refers back to the subject in the sentence itself. Meanwhile, intensive pronouns are pronouns that are used to emphasize the subject in a sentence.

So, what distinguishes these two types of pronouns is only the purpose of using them in a sentence. For both have the same examples, such as myself, ourselves, themselves, himself, himself, himself.

7) Reciprocal pronoun

Reciprocal pronouns are pronouns to show words when two or more subjects perform the same action against each other. For example, each other, one another.

8) Possessive pronoun

Possessive pronouns are pronouns to show someone's possession.

For example, mine, yours, hers, his.

3. Verb

Verb is a form of a verb that serves to describe an action or situation directly or indirectly, visible, or invisible. There are many types of verbs in English, namely:

1) Action verb

Action verb is a verb in the form of an action that can be seen by others. Action verbs are also known as dynamic verbs. Examples of action verbs are swim, run, sing, work, and many more. Action verbs often appear in verbal sentences.

2) Stative verb

Stative verbs are verbs that refer to a condition or state. Stative verbs are used to describe things like your likes and dislikes, qualities, opinions, beliefs, and emotions. For example: Love, want, know, dislike, needs, and so on.

3) Transitive verbs

Transitive verb is a verb that serves to explain the direct object that is done by the subject. For example: Kick, buy, bake, paint.

4) Intransitive verb

Intransitive verbs are verbs that do not describe the direct object of what the subject is doing. Therefore, this verb is not followed by a noun that acts as an object. For example, lives, sounds, etc.

5) Linking verb

A linking verb is a verb to link a subject and an adverb. For example: be, become, seem, appear, grow.

6) Helping verb

Helping verb is another name for auxiliary verb. So, as the name implies, this helping verb means an auxiliary verb that is added to another verb to change the meaning of a different sentence according to its purpose

and atmosphere. Examples are be (is, am are, was, were, been, being) and others.

7) Modal verb

Modal verbs are closely related to future tenses, especially simple future tenses. Actually, modal verbs are derivatives of auxiliary verbs. However, modal verbs serve to indicate ability, possibility, or need in a sentence. Examples of modal verbs are can, will, may, shall, have to.

8) Regular verb

Regular verbs are regular verbs in the past form. This verb is identical to adding -ed and -d at the end of the word. For example jumped, cried, walked, borrowed, and others.

9) Irregular verb

Irregular verbs are the opposite of regular, or irregular verbs. These verbs usually have different forms of verb 1, verb 2, and verb 3. For example, eat (verb 1) becomes ate (verb 2), and eaten (verb 3).

10) Phrasal verb

Phrasal is a verb that can be used in the form of a combination of two or more words so that it becomes a meaningful phrase. This one verb is also known as an idiom. Examples such as run out, kick off, etc.

11) Infinitive and Gerund

The infinitive is a verb whose role is to explain a noun (noun), an adjective (adjective), while the gerund is a verb (verb 1) that ends with -ing. The formula for the infinitive is to + verb 1. For example, to listen, to read, and others.

12) Causative verb

Causative verbs are verbs that are used to indicate if the subject is not directly responsible for the action that occurs. Examples are get, have, lead, make.

4. Adjective

Adjectives are adjectives to explain, describe, or limit pronouns or nouns that are still general. This adjective is usually placed after the noun. In essence,

with an adjective, a noun can be more specific. There are 7 types of adjectives in English, namely:

1) Absolute adjective

Absolute adjectives are adjectives that have no comparison or are already the highest description. Examples such as dead, alive, starving, heredity, and others.

2) Attributive and predicative adjectives

Attributive adjectives are adjectives that are usually placed before the noun, and function to describe or change the state of the noun to be more detailed, without any linking verb. For example, fat, slim, handmade, and others.

Meanwhile, predicative adjectives are the opposite, they usually do not appear before nouns or nouns, but appear after linking verbs. For example, be, become, grow, look.

3) Appositive adjectives

Appositive adjectives are a series of adjectives that usually accompany a noun, and begin with a comma. In a sentence, for example this:

"Lisa is a tall girl, slim, strong, and short haired."

so usually these appositive adjectives appear in the form of adjective pairs. From the example above, they are tall, slim, strong, and short.

4) Comparative and superlative adjectives

Comparative adjectives are forms of adjectives that function to compare something, for better or for worse, more or less, as well as greater or less. For example, easier, sharper, harmless.

Meanwhile, the superlative is a comparison that has the form or level of an adjective that shows the most or the least, the best or the worst of something. For example, biggest, shortest, at least.

5) Compound adjectives

Compound adjectives are two or more adjectives that describe a noun state. Examples are well-known, slowly, etc.

6) Denominal adjectives

Denominal adjectives are forms of nouns that usually have a suffix to make them adjectives. For example, the noun hope with the suffix -less becomes hopeless. Another example is jobless, clueless.

7) Participial adjectives

Participial adjectives are adjectives in English that come from verbs with the suffix -ing, -ed, or -en. However, it is still an adjective, not a noun. For example, lying

5. Adverbs

Adverbs are adverbs to explain or provide additional information about an adjective, verb, sentence, or adverb itself. However, adverbs never describe a noun.

The types of adverbs in English are:

- 1) Adverb of time is an adverb of time, for example yesterday, this morning, this afternoon, daily, recently, tonight, early.
- 2) Adverb of manner is an adverb to show how an action, action, or something happens. For example, happily, hardly, slowly, softly, quickly.
- 3) Adverb of degree, this adverb is usually used to express the intensity of something. Alternatively, these adverbs can help us express “how much” or “to what extent” something happened. Examples of adverbs of degree are enough, quite, so, too, very.
- 4) Adverb of modality is an adverb that can be used when you want to show a level of belief or expectation. Examples such as likely, maybe, perhaps, possibly, unlikely.
- 5) Adverb of frequency, you must often see this section in every discussion of the article on 16 tenses in English. So, the adverb of frequency is an adverb to express how often something happens. Well, the adverbs of frequency include always, barely, daily, often, sometimes, usually/normally, and never.
- 6) Adverb of place is an adverb that shows where an action or something happens. Examples are away, behind, here, nearby, somewhere.

- 7) Adverb of focus is an adverb to focus or focus on a part of a sentence.
Examples such as also, even, just, mainly, only.

6. Prepositions

A preposition is a preposition that serves to show the space or time relationship between one object and another. Prepositions function to connect nouns with pronouns to form phrases (phrases) that modify other words. Prepositions are divided into six types, namely:

- 1) Preposition of time, which is a preposition used to express time. In this case, "time" has a broad scope, it can be days, hours, seasons, and so on. Examples are after, before, during, since, until, etc.
- 2) Preposition of place is a preposition to express a place. For example, above, at, in, on, under.
- 3) Preposition of movement is a preposition used to indicate movement from one place to another. Examples such as inside, into, off, toward(s), up, and many more.
- 4) Preposition of manner, which is a preposition to show the relationship "way" between the object and other words in a sentence. For example, like by, in, like, on, with(out).
- 5) Preposition of purpose is a preposition to express the relationship "purpose" between the object and other words in a sentence. The most frequently used example is for.
- 6) Preposition of quantity/measure is a preposition that serves to introduce information in the form of a "quantity" or "size" relationship between an object and other words in a sentence. For example, like for and by.

7. Conjunction

Conjunction is a word used to unite equivalent units of language (connecting word to word, phrase to phrase, clause to clause, sentence to sentence, and so on). In simple terms, conjunctions are used to connect the main clause with the subordinate clause. Conjunctions are divided into several types, namely:

- 1) Subordinate conjunctions are conjunctions to join two bound clauses that cannot stand alone, or must be combined with other clauses to

produce meaning. Examples are since, although, after, additionally, besides, etc. This type of conjunction is also known as a conjunctive adverb, or an adverb that acts as a conjunction.

- 2) Coordinate conjunctions are words to connect two sentences that have a grammatically equivalent position. Examples of coordinating conjunctions are for, and, nor, but, or, yet, so.
- 3) Correlative conjunctions are conjunctions that consist of two words, but must be placed separately in the sentence. Examples such as not only but also, either or, neither nor, and others.
- 4) Single word is a conjunction that consists of one word. For example, but, and, also, and so on.
- 5) A compound conjunction is a hyphen that consists of more than one word, but is not separated like a correlative conjunction. Examples such as if, as long as, provided that, in order that, and others.

8. Article and Determiner

Articles in part of speech function to show the clarity of an object. articles themselves are divided into two, namely definite and indefinite. Examples of definite are the and the. The writing is the same, but the way of reading it is different. In addition, the two of these have different functions. The one follows nouns that start with a vowel, the other follows nouns that start with a consonant. whereas, examples of indefinite are a and an.

Meanwhile, determiners are words that are placed in front of nouns to clarify the noun itself. Examples are these, that, those, enough, much, few, which, what.

9. Interjection

Interjection is a word to express one's emotions towards a situation or action. Examples such as wow, hey, oops, oy, alas, and many more.

3. The importance of vocabulary

Vocabulary always becomes the essential part of English as a foreign language. Every person who learns a language must learn the the vocabulary of the language to make the learning process easier. Learning a language becomes very difficult if you do not have a sufficient vocabulary and will not be able to

communicate well in a second language. Also, it happens miscommunication between teacher and student.

Knowing many words in a foreign language is very important, according to Edge (1993: 27). It means that having or knowing much of foreign language are very important because from that we get easier in the translation of words or in English learning. And it will work for you in both. It means that by having a lot of knowing of foreign we can describe the world or something which has correlation with language, we can explain it easily. And if we have more vocabulary we can easily understand in language learning and can translate easily.

Vocabulary is an important aspect in our life. Nunan also said that vocabulary development is an important part of language development, and the research that has been conducted in recent years is very interesting. This shows that vocabulary development is an important part of language development.

According to Betts, vocabulary development is an important component in reading comprehension and other areas of academic performance. Instructional design places a great deal of emphasis on practice that provides direct, clear experience with words in the context of content comprehension and instruction.

Based on the statement above, the writer concludes that vocabulary is very important for learning a language and mastering vocabulary will make it easier for someone to communicate. By having a lot of words or vocabulary, one can learn English easily, can explain things with the right words, and can translate foreign languages easily.

4. Teaching vocabulary

Teaching vocabulary is not an easy task for teacher. The teacher must be creative when they teach their students in order, so the students do not get bored, and they can receive one by one the vocabulary that they get from the teacher. The teacher should be able to make students learning process easy.

So, the teacher should enrich his knowledge about the ways, technique, and how to teach vocabulary. If the teachers do not do that, the students will feel bored with the lessons. According to Thornbury (1984: 18), there are some suggested techniques in teaching vocabulary. A teacher should be able to use suitable techniques with the materials that are presented. They are as follows:

a. Demonstration

While teaching, a teacher is able to do a demonstration to help the students' comprehension about the materials he or she serves. The teacher carries out the demonstration by:

1. Showing an object.
2. Using cut out figures.
3. Performing actions.
4. Using gestures.
5. Showing facial expression.
6. By performing action, the students can memorize something.

b. Picture

Pictures can help the students to improve their vocabulary, not only vocabulary but also all of their lessons. Pictures make our study become more interesting. The teacher conducts teaching by:

1. Showing photographs.
2. Drawing on the blackboard.
3. Using illustrations out of magazine.

c. Explanation

The teacher explains a lesson by:

1. Using definition or description.
2. Giving synonym or antonym.
3. Translation into another language

5. Learning strategies in vocabulary

Schmitt (1977) provides a useful overview of the rise in importance of strategy use in second language learning, noting that it grew out of an interest in the learner's active role in the learning process. Nation (2001: 217) claims that it is not easy to arrive at a definition of what a strategy is, but to deserve attention from a teacher a strategy would need to

1. involve choice, that is, there are several strategies to choose from
2. be complex, that is, there are several steps to learn
3. require knowledge and benefit from training
4. increase the efficiency of vocabulary learning and vocabulary use.

There are numerous strategies which demonstrate these features. Learners not only need to know about these strategies. They need to master them.

Concerning vocabulary learning, Nation develops a general classification of vocabulary learning strategies (Nation 2001: 218-222). The first one is planning vocabulary learning, i.e., to choose words. Learners should know what their vocabulary goals are and choose what vocabulary to focus on in terms of their selected goals. What is more, learners should also have a clear strategy for deciding what vocabulary to focus on and where to find this vocabulary. When learning vocabulary, choosing certain aspects of a word (usually meaning but for listening and writing, the form of word is also necessary to pay attention to) to focus on and using various strategies can make the learning process more efficient.

The second vocabulary learning strategy is sources. In order to cope with new vocabulary when it occurs and to learn unfamiliar vocabulary, learners have to be able to get information about the words. Analyzing word parts is a useful strategy, because being familiar with the stems and affixes can provide useful for seeing connections between related words, checking guesses from context, strengthening form and meaning connections, and in some cases working out the meaning of a word. Meanwhile, consulting reference sources properly and using parallels can also be helpful in vocabulary acquisition.

The third vocabulary learning strategy is processes, which is establishing vocabulary knowledge. It involves ways of remembering vocabulary and making it available for use. Noticing is a widely used way of recording vocabulary, and it can be a very useful first step towards deeper processing of words. Retrieving strengthens the connection between the cue and the retrieved knowledge. It is superior to noticing. Generating is the production of the word. It is the further step of learning process.

6. Media

a. Definition of Media of Instructional

Media According to Brno (in Wahyuni, 2013:13) state that the term media is derived from the Latin word "Medium" which means "between". It refers to anything which can bring the information between sender (teacher)

and receiver (students) to achieve their understanding Heinech states that media convey the instructional purpose, for instance to facilitate communication, considered as the instructional media Example of media are film, television, diagrams, printed materials, computers and instructors.

Based on the above understanding, it is clear that learning media is a tool used by teachers to convey instructional objectives to their students during the learning process. It is expected to increase students' interest in the subject.

b. Kinds of Instructional Media

Media is used for an effective teaching and learning process, which allows teachers and students to achieve educational goals, according to Shores (in Sambuaga, 2011:22). In the real world, there are many things that can affect student activities in class, one of which is that students become bored with the boring teacher's approach. Therefore, teachers must use an interactive approach when teaching vocabulary.

Based on the above information, media can be categorized into three categories: audio, visual, and audio visual. Audio media is media that can be heard (heard), visual media is media that can be seen (seen), and audio-visual media is media that can be heard and seen. Visual media is only used by the author as one of the learning media in this study. The writer will teach vocabulary using picture media.

c. Definition of Visual Medial.

According to Bakri (in Hartati, 2005:21) stated that the word "visual" it means focus on activities using the eyes. Students can learn something by using their eyes more than their ears. According to the Oxford Learner's Dictionary, visual media is defined as "images, film-strips, cinema films, maps, etc. that are used as teaching aids. These can be defined as anything that can be seen and used as visual learning. From this definition, students can see visual media when learning something and can help them understand the material more easily by using their eyes, such as using pictures, tables, real objects, etc.

d. Kinds of Visual Media

1) Pictures

According to Vernon S. Gerlach (in Joklova, 2009:14) Pictures have been used for centuries to help students understand several foreign languages. Can motivate students to learn, make material easier to understand, and more interesting than others because it has a strong color. The author has given many definitions of images. According to Andrew Wright, images are not only part of the method, but also through the representation of places, objects, and individuals they are an important component of the overall experience. According to Vernon S. Gerlach's definition, a picture is a two-dimensional visual representation of a person, place, or thing; a picture may be worth a thousand words or years or thousands of miles. From the definition above, it is clear that pictures are a common medium used by teachers to teach vocabulary. Used to represent a location, individual, scene, or something far beyond. This can motivate students to learn more vocabulary.

2) Real Object

According to Arsyad (in Ariningsih 2010:20) state that the real object, (it) means that the teachers use the objects that have directly connection with their own lives, Allen states that real objects are better than pictures whenever we have them in the classroom. For example: windows, doors, walls, floors, desks, and clocks.

3) Flash Card

Other example of visual media is flash card. It is card on which the words and/or pictures are printed or drawn. They should be a big enough to seen by students in the class. According Robert Lado (in Kamalia 2016:27), Flash Cards are sets of cards with a word or phrase on one side and its meaning- usually in translation on the other. 17 Adrian Doff states Flashcards are cards with single pictures which can be held up by the teacher.

7. Picture

a. Definition of picture

Picture is a visual representation of a person, object, or scene, as a painting, drawing, photograph, etc. Although pictures can help talk, they

should be made according to students' abilities. They can carry out activities, have certain ideas and goals, are meaningful, and indicate certain situations. According to Oxford Essential Dictionary in third edition, definitions of pictures are:

- 1) Painting, drawing, etc. that shows a scene, a person or thing
- 2) Description that gives you an idea in your mind of what something is like

According to Grolier International Dictionary, definitions of pictures are:

- 1) A visual representation or image painted, drawn, photographed, or otherwise rendered on a flat surface.
- 2) Any visibly image, especially one on a flat surface
- 3) A vivid or realistic verbal description
- 4) A person, object, or scene that typifies or embodies an emotion, state of mind, or mood.

Pictures are a great tool for teaching English; however, the image must be according to the ability of the student. Images may be very simple, conjuring up words or phrases; they may be rather complex and "busy" or consist of sequences that tell a story or event. A series of pictures are several pictures that combine important events in a story. Pictures can be used in various forms of creative language, such as in books, sign cards, flash cards, or wall pictures.

Based on the definitions above, the research concludes that picture media is structured as a medium to help students express their ideas and feelings fluently. Images as one of the learning strategies that use images as learning media.

b. Function of picture

The main function of the picture media is a tool of learning which is used by teacher to convey the material. Setiawan, et.al. (2010: 18) stated that there are several functions of picture. First function, it can provide visual illustrations that interesting for students. Second function, it can be explain what cannot be described verbally. Third function, picture can motivate the students and make them want to pay attention and want to take apart. Picture can be described an objective way or interpreted or responded to subjectively and it can cue

responses to questions or cue substitutions through control practice. The last function of picture it can stimulate and provide information to be referred to in conversation, discussion and storytelling.

Natawijaya (in Dian, 2003: 13) summarizes some functions of picture in the teaching, they are:

- 1) To attract the students' interest
- 2) To stimulate and motivation children to learn
- 3) To introduce new ideas which are not know yet, and
- 4) To strengthen the students memory of a stimulus

Meanwhile, according to Lee and Cope (1998: 18) in Mukmin (2011), there are several functions of pictures in teaching English, namely:

- 1) To motivate students who want to speak.
- 2) To create a context within which the speech will have meaning.
- 3) To provide students with information to use in speech, including objects, actions, events, and relationship.
- 4) To provide students with non-verbal monitoring word.
- 5) To provide non-verbal prompts with dialogue production and invitation

c. The Types of Pictures

In general, pictures are divided into several types. According to Grazyna Szkyke, there are two kinds of pictures that are useful in teaching learning process as teaching aids: pictures of individual person and objects and pictures of situations in which persons and objects are "in action".

1) Pictures of individuals

Pictures of individual people or objects can be used, especially at the elementary level, to introduce or test vocabulary, such as a man or a car. For students of intermediate and advanced levels, a portrait is useful, that is, a detailed depiction of a person. Students may be asked questions about the individual's age, profession, marriage, interests, and character traits.

2) Situational pictures

Situational pictures that show or suggest relationships between objects and/or people can be perfect teaching aids for introducing,

practicing, or reviewing grammatical structures, from the simplest to the most complex;

1. The indicative structure: there is (a) and there are (some)
2. A range of prepositional phrases: besides, towards, in front of, etc.
3. The use of tenses: the present continuous, past simple, etc.

Meanwhile, Mackey (1978) stated that there are three types of language-teaching pictures: a. Thematic pictures Thematic pictures are those used simply to illustrate a theme or a text. They most often come in the form of crowded scenes, illustrating a single theme, like the family leaving on a holiday, the countryside, in winter, etc.

3) Mnemonic pictures

A mnemonic picture is an image intended to remind students of a certain word or sentence. An example is a picture of a situation that is presented along with a sentence about the situation and is used to remind students of that sentence.

4) Semantic pictures

Picture whose main purpose is to convey a certain meaning are called semantic images.. In addition, Finnochiaro (1975) said that pictures should contain at least three types of illustration:

d. Characteristic of picture

Daryanto states (2010: 5), there are some characteristics of the picture media:

- 1) Picture must be authentic; it means that it can describe an object or event as if the students see it directly.
- 2) Picture must be simple; its composition must quite clearly show the main parts in the picture.
- 3) Picture must have a proportional size, so that students will be easier to imagine the real size of the object.
- 4) Picture must combine beauty with suitability to achieve learning objectives. In the other words, picture have to appropriate with the learning objectives.

- 5) Picture must have message. Not all the picture media are good media.
The best one is the picture must easy to understand.

e. The Advantages and Disadvantages of using picture

The advantages of using pictures in teaching learning process are undeniable. As Robert J. Nielsen says “A picture is not only worth a thousand words, it can also be used in a wide variety of teaching activities.” They help the teacher in transferring the materials to their students as good as possible. They provide either the general context or illustrate particular points, so that they can make the students catch idea or information clearly, clearer than which is said by words.

According to Sujana, the advantages of using picture are:

- 1) It is easy to use in teaching learning process, because it does not need equipment.
 - 2) The cost is relatively cheaper than other media of teaching, and it is easy to get without needing cost because the teacher can use the older calendar, magazines, newspaper, and another material.
 - 3) Pictures can be used in many things and for any kinds of education and science (from social science to exact and from kindergarten to university).
 - 4) Pictures can translate concept or abstract ideas to be more realistic.
- According to Edgar Dale in Sujana pictures can change steps in teaching, from verbal symbol to the step that more concrete, that is visual symbols.

Meanwhile, Finnocchiaro (1975) said that the advantages of pictures are obvious, such as;

- 1) They provide added incentive to learn and are popular and interesting for the students.
- 2) They give necessary variation and provide the classroom change-of-pace so essential to maintaining a high level of interest.
- 3) They are ready means of establishing a quick and clear concept of what a word or structure may mean.
- 4) They go beyond the limited school and home environment of the students and allow discussion of a wide variety of situations and circumstances.

As a medium in teaching learning process, pictures also have some disadvantages, likes Underhill (1987) pointed out below:

- 1) With a visual stimulus, there is a danger that the learner will miss the point of a picture or story, for personal or cultural reason.
- 2) Unless vocabulary items in the picture are supplied, the learner who knows the names of only two or three crucial items will be at strong advantages over those who do not. Even if the items are supplied on request, and marks not deducted, it is psychologically demotivating to have ask for vocabulary before you begin.
- 3) Suitable cartoon stories are hard to find and difficult for an amateur to draw. Even deciding on a good storyline can be a difficult task.

In another reference, Arief S. Sadiman states several disadvantages of pictures, they are;

- 1) Pictures only emphasize on eye perception.
- 2) Complicated pictures are less effective for the teaching-learning process.
- 3) . Size of pictures is very limited for the students of the large class.

2.2 Previous Study

To avoid the same title in this research, the researcher shows the research which is relevant to this research. There are several researchers have conducted research related to the "the use of picture media to increase students' vocabulary" such as:

- 1) Elsy (2013) in her research which is entitled "teaching vocabulary by using picture to the third grade students" The purpose of this research is to know influence of benefit picture media to study result of third grade students in SDN 09 Rangkang Bengkayang. Experiments are used as a research method. Vision research is a type of research. Based on statistical calculations, the thitung is 13.219 and the ttable ($\alpha = 5\%$ and $dk = 34$) is 2.030, namely the mean thitung (13.219) is greater than ttable (2.030), so H_a is obtained, and the effect size is 1.85 (criterion tall). In this case, the learning outcomes of class III students at SDN 09 Rangkang Bengkayang greatly increased due to the use of visual media in learning.

- 2) Khafidhoh & Carolina (2019) conducted a research entitled “using pictures for teaching vocabulary to the junior high school students” The purpose of this research is to find out how the use of pictures in teaching vocabulary has an impact. Various types of learning resources are available. To teach vocabulary, picture series and pairs can be used as learning resources. In terms of teaching vocabulary, each type of vocabulary requires different learning resources, including different types of pictures if the teacher uses pictures as learning resources. Images as learning media are also influenced by many things. As a result, it is interesting to continue research through research. This study is categorized as experimental research. Students in the experimental and control groups were the research subjects, and the population was class VII students of SMP N 2 Imogiri. Pre-test and post-test are the data collection methods used. Pre-test and post-test scores are the results of the study. This study reached several conclusions. First and foremost, pictures can help students learn better. In addition, it can attract students' attention so that they really want to be involved in the learning process.
- 3) Pamungkas (2012) in her research which is entitled “strategies in teaching vocabulary at the first year in smp n 2 bringin, kabupaten semarang” This research is aimed at describing the strategies used by the teacher, problem faced by the teacher, and problem solved by the teacher in teaching vocabulary. The writer uses descriptive qualitative to analyze the data. The data are taken from interview, observation and document. The subject of this study is the English teacher of SMP N 2 Bringin Kabupaten Semarang. The object of this study focuses on the process of teaching vocabulary to the first grade students in SMP N 2 Bringin Kabupaten Semarang. Based on the class observation, interview, and document, the writer draws some conclusion about the strategy by the teacher, problem faced and problem solved by the teacher. The strategies committed by the teacher are: (1) memorization, (2) synonym/antonym, (3) translating, and (4) fill in the blank. The problems faced by the teacher are: (1) classroom management, (2) student's motivation and (3) student's laziness. The problems solved by

the teacher are: (1) she called the students who make noisy and asked them some questions about the material or she ordered the student who was noisy to go out, (2) the teacher gave advice and motivation about the importance of English subject and the importance to improve the vocabulary. Besides, the teacher also implemented another strategy by giving score to the active students. The students also can consult the difficult materials with the teacher out of class, (3) the teacher gave new vocabulary that wrote in the whiteboard every meeting to improve their vocabulary. The strategies used by the teacher are good because the strategies can make the students more active. Besides that, the strategies used by the teacher can make the students interested in following the class.

- 4) I (2014) in her thesis entitled “improving students’ vocabulary through picture of advertisement at the ninth year of smp negeri 9 palopo” This Thesis described the improving of the students’ vocabulary through picture of advertisement. The research questions “What are Effective ways to use Advertisement in Improving Students’ Vocabulary? The main objective in conducting this research is to find out whether picture of advertisement is effective in improving students’ vocabulary at the ninth-year students’ of SMP Negeri 9 Palopo. This research employed classroom action research (CAR) with two Cycles namely: the first cycle and second cycle, each cycle consists of four steps, namely: planning, acting, observation and reflection. In collecting data, the writer used the observation, interview, and vocabulary test in evaluation. Picture of advertisement media is effective way to improve the students’ vocabulary. It is supported by the achievement of ideal mean score in cycle II was 80.2. it is different in cycle I that just 58.2. Students’ participation in the first cycle was low only 1 student’ enthusiastic when learning process, but in the second cycle students’ participation increased. There was 23 students enthusiastic when learning process. So, picture of advertisement is effective way to improve students’ vocabulary.

Based on the previous research above, the researcher concluded that there were differences and similarities between the previous research and this research. The similarity of this research is examining students' vocabulary. While the

difference between previous research and this research is that the first researcher, teaching English vocabulary uses pictures to students at the elementary school level to determine the effect of the benefits of media images on student learning outcomes. The second researcher, uses pictures to teach vocabulary which aims to investigate the impact of using pictures for teaching vocabulary at the junior high school level. the third researcher, namely strategies for teaching vocabulary which aims to describe the strategies used by teachers in teaching vocabulary. while the fourth researcher described increasing students' vocabulary through advertising images which aimed to find out whether advertising images were effective in increasing students' vocabulary in ninth grade students of SMP Negeri 9 Palopo.

2.3 Conceptual framework

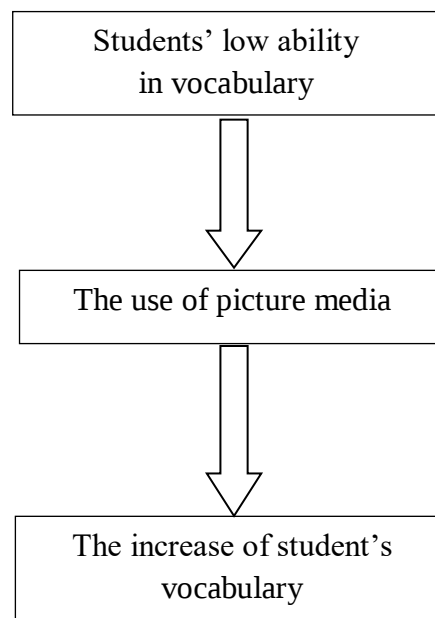


Figure 1. conceptual framework

In conducting this research, the researcher focused on the students' vocabulary ability. The scheme above shows the steps of the researcher in conducting this research. The steps start by gave pre-test to the students to get the students score of their basic Noun vocabulary. In the pretest the researcher will give a vocabulary test which is carried out to measure students' initial abilities before participating in learning.

The next step was application picture in teaching vocabulary. This step is also called by giving treatment. In this step, the researcher conducted 5 meetings in implementing of the use picture media to increase students' vocabulary. In each

meeting, there are different themes of noun vocabulary which was listen by students.

The last step was giving pos-test. In posttest, the researcher gave picture test which contain 4 themes. The expectation of the researcher in this research is the application of picture media can increase students' vocabulary at the seventh grade students of SMPN 6 Palopo.

2.4 Hypothesis

Related to the previous explanation, the researcher formulated the hypothesis as follows:

1. Null Hypothesis (Ho): There is no significant difference pre-test and post-test after giving the treatment.
2. Alternative Hypothesis (H1): There is significant difference pre-test and post-test after giving the treatment.