

THE USE OF PICTURED STORIES IN IMPROVING STUDENTS VOCABULARY ACHIEVEMENT

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Abstract

The objective of this research was to find out whether there was any significant improvement of the students' vocabulary achievement at the eighth grade of SMP Tunas Harapan, Kedaton, Bandar Lampung after they were taught by using pictured stories and to investigate the process of teaching vocabulary by using pictured stories. This research used one group pre test post test design. The sample of this research was VIII A at Tunas Harapan, Kedaton, Bandar Lampung, in academic year 2010/2011. Objective vocabulary test was used as the instrument of the research. The data were analyzed by using repeated measure t- test in which the significance was determined by $p < 0.05$.

The result suggested that the difference of the mean score from pretest and posttest was 16.4. Under SPSS test, the difference was significant, in which the p value was 0.000, which was less than 0.05. This indicates the significant improvement of students' vocabulary achievement. In addition the teaching learning process using pictured stories indicates that can improve the students' involvement and students' activeness in the process of teaching learning vocabulary.

Keywords: *pictured stories, vocabulary, groupwork*

I. INTRODUCTION

Vocabulary is one of the aspects of language that is presented in the classroom during the process of language teaching. According to school Based curriculum/ Kurikulum Tingkat Satuan Pendidikan (KTSP), the goal of teaching and learning at junior high school is that the students must be able to develop communicative competence in written as well as in spoken form. They were expected to be able to communicate both in the spoken and written form to solve the problem in their daily lives.

Based on the Guidelines of SMP Curriculum of English (KTSP for English), graduates of Junior High School are supported to master vocabulary in order to be able to

communicate whether in spoken or written form. The first year students of Junior High School are expected to master 1000 words after finishing their study.

It is difficult to reach since the students are often discouraged and lose interest when they found that foreign language study is just like other subjects. Sometimes teachers taught vocabulary just like teaching reading, structure, writing, speaking or listening without using certain method. This made the students lack of vocabulary. And as the result, they found a difficulty in comprehending the meaning of sentences and to express their idea whether in spoken or written form.

Harmer (1991; 154) says that for many years vocabulary was seen as incidental to the main purpose of language

teaching namely the acquisition of the grammatical knowledge about the language. Vocabulary was necessary to give students something to hang on to when learning structures, but was frequently not a main focus for learning itself. Recently, however, methodologists and linguists have increasingly been turning their attention to vocabulary, stressing its importance in language teaching and reassessing some of the ways in which it is taught and learnt. It is now clear that the acquisition of vocabulary is just as important as the acquisition of grammar and teacher should have the same kind of expertise in the teaching of vocabulary as they do in the teaching of structure.

This description has led the researcher to an opinion that before they begin their English subject in junior high school, they already have to master 1000 words when they graduated from that level based on the Guidelines of SMP Curriculum of English (KTSP for English), in fact the students at SMP Tunas Harapan of 550 words only achieved. They should be conditioned to be interested in English by introducing English when they are still in elementary school with a teaching technique and material which are able to arouse their interest in learning English.

Learning a language is a hard work (Wright and Betteridge, 1983). One must make an effort to understand, to repeat accurately, to manipulate newly understood language and to use the whole range of known language in conversation or written composition. To be able to speak or communicate and to get information from the English written texts, the students should have the vocabulary mastery. Their vocabulary achievements will affect them in mastering and applying the language they learn. Furthermore, in learning language, vocabulary is very important for the learners. Learning a language cannot be separated from learning

vocabulary, because the language itself consists of many vocabularies which make up language. Knowing a language means knowing the words of that language. It must be impossible to learn a language without learning its vocabularies.

To make the students interested in learning English and to be able to communicate in English, the teacher must create the idea to attract for the students cause students need change the materials like give the example the picture is colorful to support activity in the classroom, select relevant materials and apply a suitable technique in order to make the teaching learning process run well. The students' learning depends upon the effectiveness of the teacher's technique (Wilkins, 1993). The material and the technique selected or used by teacher in teaching a language play an important role. According to O'Malley and Chamot (1990), learning strategies are procedures undertaken by the learners in order to make their own language learning as effective as possible. There are many kinds of techniques in teaching vocabulary. Teacher should know the techniques and how to implement them in the class. Teacher should vary the techniques of presentation to make the students interested in learning English. Thus, the students will not feel bored.

As Wallace (1986) states "vocabulary is the vital element of the language". The existence of vocabulary is considered important since it should be acquired, expressed and shared to other people effectively. A small number of words can be used effectively to express an enormous number of ideas as in the case with speaking, it is important to get learners to be able to make the best use of a small productive vocabulary. An adequate vocabulary is also needed if learners are going to generate, develop, and present ideas in their writing. The process of writing can be a contributor to vocabulary acquisition by making

learners grapple with the meaning of words as they write. Another way to help students improve their vocabulary is by the use of pictures in a story.

Pictured stories can enhance students' interest in learning English. The pictured stories can help students to understand the vocabulary and the story. To relate of this research only single aspect is vocabulary. The students can see and hear English, what they have learnt come alive through storybook characters (Scott and Ytreberg 1993). With this technique, students are supposed to be able to know the meaning of some vocabularies of the short story given. By using the technique and giving drills to the new vocabularies to help the students in remembering them, the researcher assumed that the teaching-learning process in the classroom can be interesting and enjoyable.

This research is expected to be useful both practically, as the information about the process of teaching through pictured stories to help students in learning English vocabulary. And theoretically, this research can be used to support the idea that teaching vocabulary through pictured stories can help teachers arise student's interest in learning English. This quantitative research was conducted at the second year of SMP Tunas Harapan Kedaton, Bandar Lampung. This class was chosen on purpose since the objective of the research was to find out whether there was any significant improvement after the use of pictured stories to teach the students at the second year of SMP Tunas Harapan Kedaton, Bandar Lampung. The topics of pictured stories were about the Island Princess. The teaching materials provided the vocabulary of island, animals, kingdom, verbs and places for junior high school. The material was based on the 2006 curriculum of English for Junior High School. There were three time treatments in this research.

II. VOCABULARY IN EFL CLASSES

A very important part of learning a new language is mastering the vocabulary of that language. So it is clear that teaching and learning vocabulary of language is important because when we teach certain language skill to the learners, we teach our students vocabulary at the same time. Vocabulary can help students in speaking, writing, and reading. By having enough vocabularies, there will be less difficulties in comprehending the text and in expressing ideas in speaking and writing.

According to Fries (1970: 38) vocabulary is the essential area of language learning. Therefore, students must learn vocabulary well so they are able to master the language. By mastering a great number of vocabularies, the students can learn foreign language easier. There are some types of vocabulary in English, Fries (1974: 32) classifies English words into four groups namely: Content words represent the name of objectives or things, that is concrete verbs (eat, play, walk), nouns (ship, sea) action done by or with these things, that is adjectives (happy, beautiful). Function words are used as means of expressing relation of grammatical structure such as, conjunction (and, but), articles (a, an, the) auxiliaries (do, does, did). Substitute words are those that represent individual thing or specification as substitute (anyone, anybody).

Distributed words, those are distributed in use according to grammatical matter as the presence or absence of a negative, such as any, either, too or yet. According to Fries category, the researcher was present content words in her research, which is about concrete nouns, adjectives and verbs. The material of the English text book is the book used by *Tunas Harapan* junior

high school. Moreover, it is the basic knowledge for the junior high school. The concept and target vocabulary identified for both pictured stories were the concrete nouns (island, ship, sea, animals, fruits, places, days of the week), adjectives (beautiful, thin, happy, heartbroken), verbs (eat, ate, play, played, walk, walked). From those types of English vocabulary, the content words (nouns, verbs, adjectives) is take as the material in teaching English vocabulary since it is appropriate with pictured stories. The researcher had been chosen them as the material because they are often used as a satisfactory means of communication.

Teaching Learning Vocabulary

Considering the important of vocabulary in language teaching, teaching vocabulary should be taken into account. Vocabulary is also an important factor in all languages. Shane and Hester (1976: 265-266) state that we can increase our vocabulary by learning new words as we read them spoken. Reading is one the best ways to increase our vocabulary. The more often we read or hear a word in different sentences, the more certain we will become of its meaning. That is why reading is one of the best vocabulary builders.

According to Harmer (1991: 145) a general principle of vocabulary selection has been that of frequency. Teacher can decide which word they should teach of how frequently the word that are used by speakers of the language. Teaching vocabulary is clearly more than just presenting new words. This is certainly true of vocabulary learning where students will often be asked to "discover for themselves" what a word means and how and why it is being used. Even at the beginner levels, however, we may want to ask students to try to work out what words mean, rather than just handing them the meaning. Also Harmer (1991:

156-158) says that "Knowing a word" consists of four elements, which are: Meaning: students need to understand the importance of meaning in context and also they need to know about sense relations. Word use: students need to recognize metaphorical language use and they need to know how words collocate. They also need to understand what stylistic and topical context words and expressions occur in. Word formation: means knowing how words are written and spoken and knowing how they can change their form. Word grammar: this is related to how to make a distinction between countable and uncountable nouns? What are phrasal verbs? How are adjectives ordered?

In a book of Long and Richards (1987: 312), Kruse says that new vocabulary can be approached in a number of ways. The teacher can give the meaning for each new word, as is common in teaching reading to non-native students. Or, also common, the student may spend hours with a dictionary writing native-language glosses into his text. For the native speaker of English, the most common form of vocabulary building is guessing from context and/or word formation.

Concerning with the description above, the researcher assumed that teaching vocabulary would be effective if the English teacher uses an appropriate technique. The English teacher should teach them first about the form and the meaning of words before teaching them about the word use and the word grammar. Therefore, in this research, the teacher would emphasize on teaching the students about the form and the meaning of the words. Most of techniques and methods in teaching vocabulary have similar purpose that is to motivate and to improve students' vocabulary achievement. By using appropriate technique and method, teaching vocabulary will help students to learn vocabulary well.

Pictured Stories

Based on the discussion concept of pictures and concept of stories above, we can say that pictured stories is a unified story accompanied by pictures that serves as an ornamental and supporter stories that can help the process of understanding the contents of the book. However, the concept of pictured stories we word employ here is that it is a set of stories represented by pictures. The pictures that were used in teaching vocabulary were a set of picture story. The advantages and disadvantages by using pictured stories in teaching vocabulary using picture stories has advantages when compared to teaching by using the images or just stories. Forlack of what we encounter when teaching with images can be covered with the stories as well as the shortcomings, if we teach only the story can be equipped with the image. Beside the advantages that automatically gets when teaching with pictured or with stories, in general can be seen that teach using pictured stories has also another advantages are students can receive the materials more comprehensive, students are more focused in understanding the material presented because in addition there are drawings, there is also a story accompanying the picture, facilitate teachers in achieving the learning objectives for a more complete teaching tool(images and text), very suitable to be applied to the elementary or junior high school students because the students at that age are generally very fond of reading storybooks to facilitate teachers in the teaching process.

Of the many advantages of teaching using pictured stories, there are also some shortcomings when we use the pictured as a teaching tool, among others student's imagination of the pictured cannot be maximized because it is restricted by the text of the stories, hard to get the stories to suit the needs of teaching and student age appropriate because it is usually stories that are

available for entertainment and non-educational needs, required more expertise from the teacher to be able to combine the pictured stories so it can be used as an effective teaching tool.

Teaching Vocabulary through Pictured Stories

Choosing a piece of literature to be used in classroom is quite difficult for English teacher. It is alright to select the pictured stories which have certain number of difficult words, but simplified stories may be an alternative. The topic of the pictured stories should be familiar to make students easier to understand the meaning of the difficult words in the story. To solve the problem above, here are some practical guidelines for selection the stories must have a good and interesting plot to read. The development of the plot must be easy to follow. The characters may be imaginary or fantastical, but they must also be logical and relevant. Stories in which, the characters or themes relate to the students' age and interest, stories in which the topics and themes are universal in nature, stories in an everyday setting rather than abstract or fantasy-type. Much vocabulary will therefore be familiar.

Inferring from the guidelines for selecting stories, the researcher would choose pictured stories, namely *The Island Princess*, by Daisy Alberto. The story contains a lot of repeated words, the days of the week, and numbers one through five. The story is about a Princess Rosella, a young girl ended up on an island. She loves life on the island with her animal friends. But the Prince's visit just might change it all. The Prince invited them to his kingdom. He wanted to introduce about Ro to his parents but Prince Antonio's parents had planned a wedding for the Prince Luciana. After Ro came to the kingdom there are many problems but after all is finally Ro married to the Prince.

In this research, the researcher interpreted the concept of teaching English vocabulary through pictured stories. In applying this technique, the researcher provided pictured stories. First, the researcher asked students some questions related to the pictured shown and let the students to mention the word based on noun, verb, and adjective with the pictured stories. After the students understand and know what they have to do, they develop the word. Flynn and Lafoso (1974: 4) group work is a group of people who recognize themselves one another and who meet in face to face situation to accomplish some purposes. The members of the group will help each other in order to accomplish their purposes. This statement supported by Jarolimek (1980: 215) states that group work is a case point, working together cooperatively involving students in a process through which they learn and apply many important human relation skills.

Based on the definition above the researcher concluded that group work is two or more individual who meet in a situation that will help each other for achieving the goals. In the process of teaching learning vocabulary through pictured stories the researcher focused on group activity. In the group activity, the students divided into small group that consist of four until five students who worked cooperatively and discussed the answer of pictured stories game together that should be finished in 10 minutes. After the students finished the pictured stories game sheet in the group work activity, the students changed their pictured stories game sheet with the others then discussed it in the class.

Theoretical Assumption

In teaching vocabulary, there were some techniques that can help the teacher to reach the aim of teaching learning process. Pictured stories were chosen as

the technique in teaching vocabulary. Vocabulary is a component of language containing information about the meaning and the use of word in language. Teaching vocabulary is important. The objective of teaching vocabulary is more than memorizing the list of words. The students have to understand the meaning of words, how to pronounce them and how to use them in sentences or in daily life.

There are many kinds of techniques in teaching English vocabulary and teacher should have the ability to choose the appropriate technique and implement it in the teaching learning process to obtain the goal. The use of interesting aid is necessary for teaching English vocabulary especially content words at the second year's students of junior high school by using pictured stories. Pictured stories can be used in teaching vocabulary because it may get the students involved and active in the teaching learning process since the students in this case have a unique, essential part to play in the activity. Therefore, pictured stories can be an effective and interesting technique in teaching vocabulary. Furthermore, the researcher believed that teaching English vocabulary through pictured stories creates a good atmosphere in the classroom, so that the students would not get bored and they would not realize when this condition can help them improve their vocabulary.

III. RESEARCH METHOD

This research is a combination of quantitative and qualitative study to measure the improvement of students' vocabulary after taught the pictured stories; this research used *one group pretest-posttest design*. In the mean time, to the observer teaching learning process using pictured stories, this research applied an observatory study. This observes students' activities during teaching learning process using pictured

stories, and to see whether they studied vocabulary achievement had improved. The research selected one class as the experimental group using random sampling.

The population of this research was the second year at SMP Tunas Harapan Kedaton, Bandar Lampung. There were two classes chosen where each class consisted of 26 students. One is as the experimental class and the other as try-out class of the research. The language proficiency of the two classes chosen in this research was regarded of in the same level of proficiency. Class VIII A was chosen as the experimental class because in this class scored more than 65% than the other classes. The try out test was in the form at multiple choices. The numbers of the tests items were 40 with four options of answer for each (A, B, C, D) and the time allocated was 60 minutes. The try out test was given in class VIII B. This test was given to the students in order to know the quality of the test used to get the data on the research. The test said to have a good quality if it has good reliability and good validity, and the test was not too easy and too difficult. The pretest was conducted before the treatment. It was used to know how far the students had achieved the vocabulary before treatment was given. The pretest used by the researcher was an objective test in the form of multiple choices. In this research, the researcher applied pictured stories, which focus on vocabulary that the student has already achieved. The researcher assumed that in measuring their ability in vocabulary, an objective test can be used. The numbers of the items in the test were 30 items and each item had four options. One was the correct answer and the tests were the distracters.

In this case, the researcher would apply the media. The treatment was given to the experimental class through pictured stories. The experiment was conducted in three meetings. The posttest was

conducted after the researcher would be conducted the treatments. It would be used to know how the students' improvement of vocabulary after they were given treatments. Similar to the pretest, in the posttest the researcher would use of multiple choices. The questions were the same as the pretest. In this research, the researcher would change the order of the questions and the distracters from those in the pretest in order that the students not only memorize or remember the order of the answer for each question but they could really understand the questions. The posttests consist of 30 items with four options. One is the correct answer and the test would be the distracter.

The procedures of the research were as follows: type of instrument that would be used in this research is multiple choice tests. The numbers of the items were 40 and each item consists of four options (a, b, c, d). The pretest and posttest were 30 items would be taken from the items of try out test. The pretest and posttest would be given to the students in order to evaluate, to measure the vocabulary. All of the items were about vocabulary that refers to noun, verb and adjective. To know the process of teaching learning of vocabulary using pictured stories, the researcher used observation sheet that would be used during teaching learning process. In collecting the data, the researcher would be helped by English teacher.

Construct validity was concerned to know the certain language knowledge skill. To know the test was true reflection of language which was being measured, the researcher would examine whether the test question actually reflect what is meant to know a language. To get the construct validity, the test was adopted from student's hand book. Then, the test determined according to the material that was taught to the students. In other words, the researcher wrote and made the test based on the

material in the 2006 English curriculum for Junior High School.

IV. RESULTS AND DISCUSSIONS

The objective of this research was to know whether pictured stories could improve student's vocabulary achievement or not and also to investigate the process of teaching learning process through pictured stories. This research was conducted in SMP Tunas Harapan Kedaton, Bandar Lampung. There were two classes; each class consists of twenty six students. Two classes were taken as experimental class and try out class. Class VIII A was chosen as the experimental class because in this class scored more than 65% than the other classes.

Ten items were bad and dropped because they did not fulfill the criteria of level of difficulty and discrimination power. To find reliability of the test, the statistical formula Pearson Product Moment was used. The computation showed that the reliability coefficient of the test was 0,98. It can be stated that the test had a very high reliability since the range of very high criteria for the test reliability is 0,8 – 1,00 (Hatch and Farhady, 1982:246).

The distribution frequency of students' score; there was 34,6% of students who got score between 71-80; 19,2% of students who got score between 61-70; 46,2% who got score between 51-60. The total score of pre test was 1659.00. The mean score was 63.80, the highest

score was 76.60 and the lowest score 50. The median was 63.30, mode was 76.60 because there were six students who got 76.60.

There was 11,5% of students who got score between 60 to 70; 30,8% of students who got score between 71 to 80; 50% of students who got score between 81 to 90; 7,7% of students who got score between 91 to 100. The total score of post test was 2085.20; the means of the posttest 80.20. The highest score of posttest was 93.30 and the lowest score was 66.60. The median score of posttest was 80.00 and the mode of the posttest was 80.00 since five students' score who got 80.00. The students' scores in posttest were higher than the students' score of pretest. It means that pictured stories gave a good contribution to attainment of teaching learning vocabulary.

The Improvement of the Students' Vocabulary Achievement

The pretest was administered before conducting the treatments while the posttest was administered after conducting the teaching vocabulary through pictured stories. The result of pretest and posttest showed that the students' vocabulary achievement improved that after being taught through pictured stories. The total score of pretest improved from 1659.00 to 2085.20. It could be seen that mean of the students' score in pretest and posttest were different, it increased from 63.80 to 80.20 (see appendix 13). The table 4 below provides students mean score of pretest and posttest.

Table of the Mean Score of the Pretest and Posttest in Improving Students' Vocabulary Achievement.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest Scores	63.8077	26	9.99908	1.96098
	Posttest Scores	80.2000	26	8.03632	1.57605

Based on the table above, it could be seen that the improvement about 16.4 point after giving the treatment. The highest score of pretest was 76.6 and the highest score of posttest was 93.3. The gain score was 16.7. The lowest score of pretest was 50 and the lowest score of posttest was 66.60. The gain score was 16.6. In testing Hypothesis, the writer used statistical computerization i.e. repeated measure T-test of SPSS 15.00 for windows to analyze the improvement of students gain, whether it was significant or not, in which the significance was determined by $P < 0, 05$. The T- Test revealed that the result was significant ($p= 0.00$). Thus, there is significant improvement of students' vocabulary achievement before and after being taught by using pictured stories. In other words, H_0 was rejected and H_1 was accepted. Table 5 serves the data of repeated measure T- Test on the test and the post test.

Table of the Improvement of the Students' Vocabulary Achievement

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pretest Scores - Posttest Scores	-16.39231	5.85409	1.14808	-18.75682	-14.02779	-14.278	25	.000

Based on the research that was conducted by the researcher, and after making some notes from classroom observation, the researcher took conclusion that the interaction occurred in group work activity. There were 6 groups of pictured stories games that consist of four until five students. The observation sheet was fulfilled by the researcher and the English teacher. The researcher and English teacher fulfilled the observation checklist from listens to the teachers' instruction about the explanations, responses to the teachers' instruction about the questions, participates in group discussion willingly, demonstrates the role of pictured stories correctly, gives comment in discussion of the exercise, gives interrupt in doing exercise, listens to the other students' comment

attentively, asks question or asks for clarification from the other students' comment, work in group work cooperatively. The items was fulfilled by using the students behavior that would be occur in the process of teaching learning vocabulary in the class.

In the first treatment, it can be seen that the percentage of the students activity from item one until nine. In activity one, listening to the teachers' instruction about the explanations the percentage was 84.6%. While in activity two, responding to the teachers' instruction about the questions the percentage was 69.2%. Activity three, participating in group discussion willingly percentage

was 100%. Activity four, demonstrating the exercise that given by the teacher the percentage was 100%. Activity five, giving comment in discussion of the exercise the percentage was 80.7%. Activity six, giving interrupting in doing exercise the percentage was 65.3%. Activity seven, listening to the other students' comment attentively the percentage was 92.35. Activity eight, asking question or asking for clarification from the other students' comment the percentage was 57.6%, and the last activity, responding the information or questions the percentage was 92.3%.

In the second treatment, in activity one, listening to the teachers' instruction about the explanations the percentage was 84.6%. While in activity two, responding to the teachers' instruction about the questions the percentage was 69.2%. Activity three, participates in group discussion willingly, it improved to 88.5%. Activity four, demonstrating the exercise that is given by the researcher, it improved to 96.2%. Activity five, giving opinion in group discussion, it improved to 73.07%. Activity six, response the opinion, it improved to 53.8%. Activity seven, listens to the other students' comment attentively, it improved to 96.2%. Activity eight, asks question or asks for clarification from the other students' comment, it improved to 73.07%. And the last activity, response the information or questions, it improved to 92.3%.

In the last treatment, the students controlled the activity. They felt enjoy and happy. They completely knew what they should do in the discussion of exercise. It was proven in the data. From item number one until nine. In activity one, listening to the teachers' instruction about the explanations, it improved to 100%. Activity two, responding to the teachers' instruction about the questions, it improved to 88.5%. In activity three, participates in group discussion willingly, it improved to 96.2%. Activity four, demonstrating the exercise that is given by the researcher still the same percentage was 96.2%. Activity five, giving opinion in group discussion, it improved to 92.3%; Activity six, response the opinion, it improved to 65.3%. Activity seven, listens to the other students'

comment attentively, it improved to 100%. Activity eight, asks question or asks for clarification from the other students' comment, it improved to 88.5%. The last activity, response the information or questions, it improved to 96.2%.

In this case, every item of the percentage of students' activity who frequently active in discussion and group works was not 100%. It does not mean that they were not active in the discussion but some students do not put full attention on the discussion. They sometimes joined in the discussion even occasionally joined in the discussion of pictured stories exercise because some students still faced the difficulties in doing it. They also did not feel confidence to do the exercise and to give comment, interrupt and suggestion. Even, some students do not respond the others who asked them to do the exercise. The researcher tried to solve that problem by giving the chance and time to each group in the class. They seemed did the task well and they tried to join in the discussion. It seemed that there was no burden in the teaching learning process. They seemed relax and enjoy the exercise. They does not asking about the role of the exercise anymore. The situation made the researcher was easier to monitor the other activity during the exercise.

From the statement above, it can be seen that there was no burden in the teaching learning process. They seemed relax and enjoy the exercise. They did not ask about the role of the exercise anymore. This situation made the researcher was easier to monitor the other activity during the exercise. There was a variation of the process of teaching vocabulary through pictured stories in a group work from the first treatment to last treatment. It was proven the students motivation and interested in learning vocabulary. The process also influenced the students' score. It was proven that there was an improvement of students' vocabulary achievement at the eighth grade of SMP Tunas Harapan Kedaton, Bandar Lampung.

Discussion and Findings

The research result shows that the students' vocabulary achievement through pictured stories in VIII A of SMP Tunas Harapan Kedaton, Bandar Lampung improved and enables the students to learn vocabulary with fun. It can be seen from the mean score between the pretest and posttest which is shown that there was a difference after being taught by using pictured stories because the students score was increase effectively. The mean score of pretest was 63.80 meanwhile the mean score of posttest was 80.20 and the gain of pretest and posttest was 16.4. It indicates the hypothesis proposed was accepted.

In the observation, it was found that teaching learning process was almost passive because the student depended on the dictionary. The researcher asked the students about the technique used by the teacher in the answer they said that their teacher taught them in a stiff way most of the teacher just translated the words given to the students from Indonesian to English this technique caused the students boredom.

As discussed before, content words were applied because the researcher assumed that by learning noun, verb, and adjective, the students would be easier to memorize vocabulary. After the students had understood about the material, they were divided into small group that consist of four until five students. The researcher also instructed the students not to show their worksheet to other group. If they did it, they would get the punishment. While the students did the activity, the researcher that was helped by the English teacher as the observer made some note to know the students response the instruction of the game, the way they demonstrated the role, they were interested to give comment and interrupt, how they listened to the other students comment and how they worked in a group cooperatively.

The researcher applied the technique by applying exercise one that should be finished in 10 minutes. If the time is over the students and the researcher discussed the answer together. The group that can answer correctly and get the highest score is the winner of the exercise. The

researcher did the pre activity the same as the first treatment by asking the question that can brainstorm the students into the topic. And the researcher applied exercise two. The exercise attracted their attention more than before. It seemed that they were enjoyed and understood about the rule of worksheet, what roles of the exercise that they should did in teaching learning process. It was proven from the observation sheet.

The students were accustomed to the activity, the researcher could see that they were happy just like exercise one and exercise two they could answer almost all questions correctly even they could finish the task in 30 minutes. It seemed that pictured stories can improve their motivation and gives different atmosphere in learning new vocabulary without feeling bored. Long and Richards (1987: 312), most of techniques and methods in teaching vocabulary have similar purpose that is to motivate and to improve students' vocabulary achievement. The procedures of the research were as follows: type of instrument that would be used in this research is multiple choice tests. The numbers of the items were 40 and each item consists of four options (a, b, c, d). The pretest and posttest were 30 items would be taken from the items of tryout test. The pretest and posttest would be given to the students in order to evaluate, to measure the vocabulary. All of the items were about vocabulary that refers to noun, verb and adjective.

The researcher could see that the students' vocabulary achievement increased, especially in content word: Noun, Verb, and Adjective. And the high score in content word was Noun (46) from 166 into 212. In verb there was also a high increase (42) from 188 into 230. And the last aspect was adjective (32) from 144 into 176.

This suggest that the students still have difficulties in making form and the meaning of the words because they did not know the meaning of the word that they would make in the word from pictured stories. Here the researcher must help the students so that they do not think that it was something difficult for them, the researcher must make the students enjoy in teaching vocabularies.

In the process of teaching learning vocabulary through pictured stories, the researcher focused on group activity. In this step, the researcher selected question about the process of teaching vocabulary by using following steps: the teacher distributes a piece of pictured stories for each student. The teacher reads the pictured stories loudly and in a fun way, writes, and explains the difficult words in the whiteboard. The teacher also provides the meaning of vocabulary and how to pronounce (at glance) the words. The teacher reads the pictured stories again loudly and asks the students to repeat after her. The teacher gives the real picture to the students related to vocabulary. The teacher asks the students if there are vocabularies they do not understand. The students divide into small groups consisting of four until five students. The teacher shows pictures to the students in the whiteboard and then the teacher asks the students to make group consists of four or five students. Each group should choose a piece of paper contented a number. Each number is an explanation of the pictures. Each group should match the explanation with the pictures. The student asks to fill in the pictured stories game in 10 minutes. In implementing pictured stories game, the students are not allows to say the word or show their pictured stories game sheet to the others. If the time is over the students and the teacher discusses the answer together. The group is that answer it correctly and get the highest score is the winner of game. Pictured stories gave a good contribution to attainment of teaching learning of

English vocabulary. They were more active and interested in learning new words. It helped the English teacher arouse the students' interest and motivation in learning English vocabulary.

V. CONCLUSIONS AND IMPLICATIONS

The pictured stories were found to significantly improve students' vocabulary achievement at the eighth grade of SMP Tunas Harapan, Kedaton, Bandar Lampung. It can be seen by the improvement of students' mean score in posttest that was higher that mean score in pretest. The mean score improved from 63.80 to 80.20. Under the T-Test, this difference score is significant. Therefore, it can be concluded this pictured stories could improve students' vocabulary significantly. In teaching learning process, it can be concluded that teaching learning through pictured stories creates more conducive condition and situation for the students' at the eighth grade of SMP Tunas Harapan, Kedaton, Bandar Lampung. The students' were more active and enthusiastic in learning vocabulary. There were variations of the process of teaching vocabulary through pictured stories from the first treatment to last the treatment. It was indicated by the students' motivation and interested in learning vocabulary. The process also influenced the students' score.

It is suggested to English teacher to apply pictured stories in teaching learning vocabulary at the eighth grade in order to avoid students boredom and makes the different atmosphere; meanwhile, the students are motivated and feel relax in the process of teaching learning vocabulary. In applying the game, teachers are advised to monitor the students actively in order to avoid them communicate with other groups. They are not allowed to communicate with other groups because they have to

be competent to be winner of the pictured game. Further research is recommended to apply pictured stories in a more conducive classroom to minimize the constraints of teaching learning process using pictured stories conducted in this research.

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