**THE IMPLEMENTATION OF PICTURE SEQUENCE TECHNIQUE IN TEACHING VOCABULARY AT THE ELEVENTH GRADE OF THE SECOND SEMESTER OF MA AL-HIKMAH BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2016/2017**

A Thesis

Submitted as a Partial Fulfillment
of the Requirements for S1-Degree

By

ADHE RISKY MAYASARI

NPM. 1311040106

**Study Program   : English Education**

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
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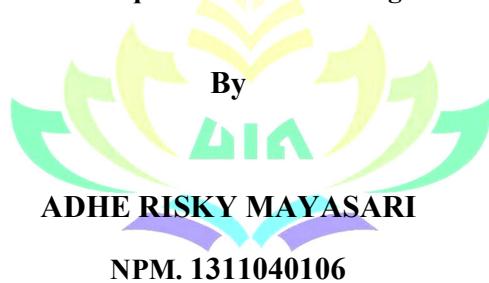
Study Program   : English Education

Advisor   : Bambang Irfani, M.Pd

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**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
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ABSTRACT

THE IMPLEMENTATION OF PICTURE SEQUENCE TECHNIQUE IN TEACHING VOCABULARY AT THE ELEVENTH GRADE OF THE SECOND SEMESTER OF MA AL-HIKMAH BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2016/2017

By Adhe Risky Mayasari

Vocabulary is one of the important language components that need to be taught to support learners in mastering language skill. This research was about teaching and learning vocabulary through picture sequence technique at the eleventh grade of the second semester of MA Al-Hikmah Bandar Lampung in the academic year of 2016/2017. The objectives of this research were to describe teaching learning process in teaching vocabulary through picture sequence technique, to describe the teacher's problems and students' problem in teaching and learning process.

In this research, the researcher used descriptive qualitative research. The researcher used purposive sampling technique to determine the sample. The researcher chose class XI IPA as sample which consisted of 41 students. In collecting the data, the researcher used three kinds of the instruments, they were: observation, interview and questionnaire. The researcher used three major phases of data analysis, they were: data reduction, data display and conclusion drawing or verification.

The results of the research were as follows: first the teaching and learning process by using picture sequence technique was not running well. The classroom atmosphere was not serious in learning process because some of students were noisy. The second, the teacher got some problems, they were: the teacher found difficulties to manage class, used the picture sequence technique takes a lot of time, and the teacher was difficult to increase students' motivation. The third, the students got some problems in learning vocabulary, they were: the students considered the teacher's explanation boring, they thought vocabulary learning as knowing the primary meaning of the new words that are gotten only from textbooks or from the teacher. So it was difficult for them to use the words based on the appropriate context, students had difficulty to see these picture clearly and the students were hard to express their ideas and opinions in accordance with the sequence images.

Key words: Teaching, learning, vocabulary, picture sequence, and descriptive qualitative research.

MOTTO

وَلِلَّهِ ٱلْأَسْمَآءُ ٱلْحُسْنَىٰ فَٱدْعُوهُ بِهَا ۖ وَذَرُواْ ٱلَّذِينَ يُلْحِدُونَ فِىٓ أَسْمَٰٓئِهِ ۚ سَيُجْزَوْنَ مَا كَانُواْ يَعْمَلُونَ ﴿١٨٠﴾

Meaning: "The most beautiful names belong to Allah: so call on Him by them: but shun such men as use profanity in His names: for what they do, they will soon be requited. (Q.S. Al-A'Raaf:180).[1]

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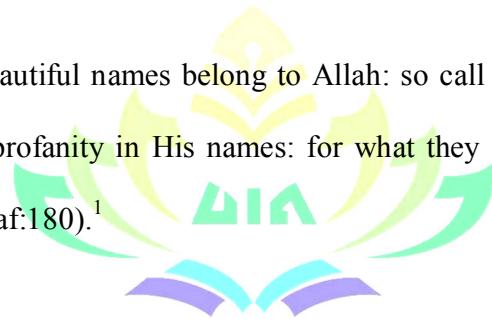
[1]Abdullah Yusuf Ali. *The Holy Qur'an Text and Translation*.(Millat Book Centre: New Delhi,2006),p.316

DECLARATION

The researcher is a student with the following identity:

Name   :   Adhe Risky Mayasari

Student's Number   :   1311040106

Thesis   :   Implementation of Picture Sequence Technique in Teaching
                                      Vocabulary at the Eleventh Grade of the Second Semester
                                      of MA Al-Hikmah Bandar Lampung in the Academic Year
                                      of 2016/2017

Certify that this thesis is definitely my own word. I am completely responsible for the content of this thesis. Other researcher opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Bandar Lampung,   2017
The researcher,

Adhe Risky Mayasari

CURRICULUM VITAE

The name of the researcher is Adhe Risky Mayasari, her friends usually call her Adhe. She is the second child of H.Saharudin and Hj.Siti Maimunah. She was born on Juny 24th, 1995 in Bandar Lampung. She has one brother; his name is Dimas Pratomo.

She accomplished her formal education at elementary school at SD Kartika II-5 Bandar Lampung and graduated in 2007. Then the researcher entered Junior High School at MtsN1 Bandar Lampung and graduated in 2010. Next, she continued her school at SMA UTAMA 2 Bandar Lampung and finished in 2013. After that, she continued her study at the Raden Intan State Islamic University Lampung.

The Researcher

Adhe Risky Mayasari

DEDICATION

, I would like to dedicate this thesis for all my beloved people

1. My beloved parents, H. Saharudin and Hj.Siti Maimunah who always love me and keep on praying for my life and success. Thanks for all the motivation. I love you forever.

2. My beloved brother, Dimas Pratomo, who always supports me all the time.

3. My lovely almamater, UIN Raden Intan Lampung which has contributed a lot for my development.

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First of all, Praise to Allah SWT, the almighty, for the unlimited blessing bestowed upon me one of which is my grade chance to accomplish written this thesis. Then, the best wishes and salutation be upon the great messenger prophet Muhammad peach be upon him.

This thesis entitled "Implementation of picture sequence technique in teaching vocabulary at the eleventh grade of the second semester of MA Al-Hikmah Bandar Lampung in the academic year of 2016/2017" is presented to the English Education Study Program of UIN Raden Intan Lampung. The primary ain of writing this thesis is to fulfill students' partial fulfillment of the requirement to obtain S1-Degree.

Then, the researcher would like to thanks the following people for their ideas, time and guidance for this thesis:

1. Dr. H. Chairul Anwar, M.Pd, the dean of Tarbiyah and Teaching Training Faculty, UIN Raden Intan Lampung with his personel, who has given the researcher opportunity to study until the end of this thesis composition.

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3. Iwan Kurniawan, M.Pd, the first advisor, who has patiently guided and directed the researcher until the completion of this thesis as well.
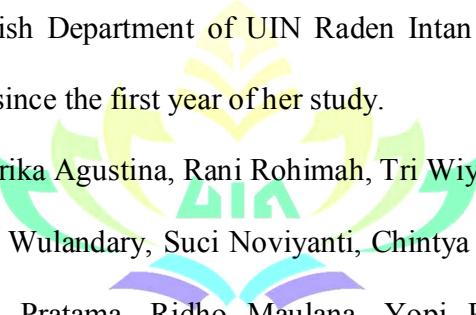
4. Nunun Indrasari, M.Pd, the second advisor who has spent countless hours correcting this final project for its betterment.

5. Abdul Aziz, SH, M.Pd.I, the headmaster of MA Al-Hikmah Bandar Lampung and all the teachers and staff who have helped the researcher in collecting data.

6. Yayan Mulyana, S.Pd and as English teacher at MA Al-Hikmah Bandar Lampung who gives the guidance and spirit in conducting this research.

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Finally none or nothing perfect and neither is this thesis. Any correction comments and criticism for the betterment of this thesis are always open heardly welcome.

Bandar Lampung,   2017
The Researcher

Adhe Risky Mayasari

CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is one of the most important things in communication and it is used as a tool of communication among the nations all over the world. As an international language, English is very important and has many relationships with various aspects of life owned by human being. In Indonesia, English is considered as the first foreign language and taught formally from junior high school up to the university level.[2] In addition, Allah has explained in the Al-Qur'an surah Ar- Rahman ayat 1 to 4:

"
الرَّحْمَٰنُ ۝ عَلَّمَ ٱلْقُرْءَانَ ۝
خَلَقَ ٱلْإِنسَٰنَ ۝ عَلَّمَهُ ٱلْبَيَانَ ۝

1. The most Beneficent *(Allah)!* 2. Has taught (you mankind) the Qur'an *(by his Mercy.* 3. He created man. 4. He taught him eloquent speech." (Ar-Rahman 1-4).[3]

Based on Quran verses above, it can be seen that language is a skill that given to human from God. This statement is supported by His firman that He created human with the knowledge and language skill. And it can be seen that in order to interact with other, human can use many ways to convey their ideas and intentions such as

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[2]H Douglas Brown, *Teaching by Principles ; An Interactive Approach to Language Pedagogy*, (San Fransisco : Longman,2001), p.34

[3] Abdullah Yusuf Ali. *The holy Qur'an Text and Translation*, (Millat Book Centre: New Delhi,2006),p.1067

voice, gesture, and symbols. Thus, a human can interact either oral, written and gesture to express our feeling. Language is very important in our life because language is a tool to be used, not only for the communication among people but also for getting knowledge, technology and culture by using its language.

English is an international language which is used by many people in the world. English is also used as a language of science, art and high technology. Many books are written in English so that people who want to get information or knowledge of science and high technology should master English.
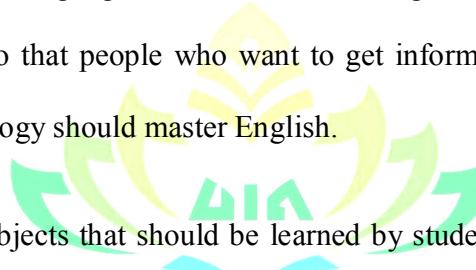
English is one of the subjects that should be learned by students both in formal and informal school in Indonesia. Students learn English as a foreign language where they learn English only in a classroom setting. As a result, students still get difficulties to communicate in English. For example, students feel difficult to send idea, message and feeling. Although they have learned English since junior high school, they still have difficulties to send their message. The student get difficulties to produce and respond what people have said because they do not understand the meaning of the words or sentences in spoken or written form.

Students who want to use English are required to master language components; such as structure, vocabulary, and pronunciation. Vocabulary is one of the important language components because vocabulary mastery is very necessary to enable to communicate. Similarly, when students read English book, they must be able to know

the words in the context of the text and most of students get difficulties in learning English. One of the factors that cause the problem is the student's lack of vocabulary. Meanwhile, to know and understand the meaning of words in communication both spoken and written form, students must master words well.[4]

According to Kridalaksana cited in Leny,Vocabulary is a component of language that maintains all of information about meaning and using word in language.[5] Vocabulary is one of necessary things to support English mastery of students. Then according to Thonrbury, we need at least 3,000 base words to be able to read English texts.[6] However, to be able to listen to an oral English text we need at least 4,539 base words, and on the other hand we need 1,200 base words to be able to communicate orally in English, and to be able to write it is required 2,000-3,000 words in addition to specific words related to a field of study.

In addition, Carthy says that to speak and to write English in normal situations, you need at least 1-2000 words.[7] It means that to speak English fluently, we are not required to study 10,000 words, but 2,000 words is enough to speak and write English. But, now most of the students lack of mastering vocabulary. Almost students get difficulties when they have a text because they do not know the meaning of the words.

[4]Steven A,Stahl *Vocabulary Development.* (Cambridge: Brookline Books.1999). p. 3.

[5]Kridalaksana, H.*Kamus Linguistik.* (Jakarta: PT.Gramedia Pustaka Utama,1993) in Leny. 2006. *Teaching Vocabulary through Pictures to the Kindergarten Students.* Jakarta: Syarif Hidayatullah State Islamic University Press

[6] Scoot Thonrbury, How to Teach Vocabulary, (New York,Longman,2002). p.21

[7]Michael McCarthy, Felicity O'dell, *English Vocabulary in Use*, (Jakarta: Erlangga,2002), p.4

There are many factors that make the students are difficult to learn new vocabulary. The first, the teacher just gives the students list of words that students must learn and memorize without making students understand how to apply vocabulary as we know vocabulary has many complex components, such as, content words and function word. And the second one, the students are not able to learn and communicate in English well because of learning condition does not give students chance to explore their ability or the technique makes students get bored.[8]

The researcher found some problems in the school at the Eleventh Grade of Second Semester of MA Al-Hikmah Bandar Lampung in the Academic Year of 2016/2017. The researcher found that teaching vocabulary through picture sequence technique has been applied there. From the result of interview, the teacher explained that this technique was good to be used for students. But the fact shows that there are many students still got low score. The students get difficulties in understanding the meaning of words, so the students tend to be passive in teaching and learning process especially vocabulary. They have to memorize the vocabulary and if they found the difficult words the teacher asked them to look for it in the dictionary. There is a common perception that all learning should be serious and solemn in nature and that if one is having fun and there is hilarity and laughter, then it is not really learning. This is a misconception. It is possible to learn a language as well as enjoy oneself at the same time. As a good teacher in language teaching, the teacher must make

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[8]Walkins,D.A. *Vocabulary and Language Teaching*.(New York: Longman Inc.1993). p.254

interesting English class for students. In order to make interesting class, the teacher should use suitable and available methodology. One of the best way of doing this is through picture sequence.

Picture sequence is a technique that can be used to teach vocabulary. According to Bowen, picture sequence is a series of a picture of a single subject. Its function is to tell a story or a sequence of events.[9] Moreover, Wright states that picture sequence can help students understand many aspects of foreign languages, it also motivates the students to learn, it makes the subject which is taught clearer. The students will be easily understood the material given by the teacher through some pictures shown and they will have motivation to study hard.[10] Furthermore, Soeparno states that picture sequence can increase the students' spirit and attract the students' attention, because by using picture sequence the students not only listen to what is said and taught by the teacher but also see and notice the object directly.[11]

From the explanation above, it can be concluded that picture sequence is good way to teach English especially vocabulary.

In this research, the researcher focused on the students of senior high school. Especially the Eleventh Grade students found difficult to communicate with English both in speaking and writing forms. In the speaking activity, students were difficult to

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[9]Betty Morgan Bowen*, Look Here! Visual in Language Teaching*,(London: Essential Language Teaching Series,1973), p.199
[10]Andrew Wright, *Pictures for Language Learning*. (Australia: Cambridge University Press.1989) p.138
[11] Soeparno, *Media Pengajaran Bahasa*. (Yogyakarta: Intan Pariwara 1988), p.112

express their English each other. It also happens in writing activity, the students are reluctant to express their idea and moreover the students also get the difficulties in writing a paragraph because of the limited vocabulary. Most of them only used Indonesian language. By interviewing the English teacher, Yayan Mulyana S.Pd said that the students got difficult in speaking activity because of the limited vocabulary.

Based on Nurdina' thesis entitled "The Effectiveness of Picture Sequence in Teaching of Narrative Text Writing at the Eighth Grade Students of SMP Islam Al-Syukro Universal Ciputat in the Academic Year 2014/2015". The result of Nurdina research was picture sequence is attractive and effective for teaching English especially for teaching narrative text. It also can make the students' interest and help them to understand more about the materials from the teacher.[12] It means that, the use of picture sequence in teaching vocabulary is more efficient and practice than words, students will be easier to recall and remember because those picture sequence will be exposed in real life situation.

The researcher finds out that picture sequence technique give positive influence on the students' achievement in their vocabulary mastery. Therefore, there many difference between this thesis and Nurdina's research. In her thesis she wants to know the effective of picture sequence technique in teaching of narrative text writing and this research the researcher wants to know how the process of teaching vocabulary in

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[12]Nurdina, *The Effectiveness of Picture Sequence in Teaching of Narrative Text Writing (A Quasi Experimental Study at the Eighth Grade Students of SMP Islam Al-Syukro Universal Ciputat) in the Academis Year 2014/2015,* Online Thesis, (FKIP UIN Syarif Hidayatullah,Jakarta,2014), p.16

MA Al-Hikmah Bandar Lampung by using picture sequence that is used by the English teacher there. In addition, the researcher would like to know the problems faced by teacher and students in teaching and learning vocabulary through picture sequence technique.

Therefore, the title of this research is The Implementation of Picture Sequence in Teaching Vocabulary at the eleventh grade of the second semester of MA Al-Hikmah Bandar Lampung in the academic year of 2016/2017.

B. Identification of the Problem

Based on the background of the problem described above, the researcher identifies some problems as follows:

1. Most of the students still got low score although they have been thought by using picture sequence technique

2. The students motivation in learning English especially vocabulary are low

3. Teacher is dealing with passive students

C. Limitation of the Problem

Based on the identification of the problem described above, the researcher focused on the Implementation of Picture Sequence in Teaching

Vocabulary at the Eleventh Grade of Second Semester of MA Al-Hikmah Bandar Lampung in the Academic Year of 2016/2017.

D. Formulation of the Problem

Based on the background above, the researcher formulates the research problem as follows:

1. How is the teaching learning process by applying picture sequence technique in teaching vocabulary at the Eleventh Grade of Second Semester of MA Al-Hikmah Bandar Lampung in the Academic Year of 2016/2017?

2. What are the teachers' problems in teaching vocabulary by using picture sequence technique at the Eleventh Grade of Second Semester of MA Al-Hikmah Bandar Lampung in the Academic Year of 2016/2017?

3. What are the students' problems in learning vocabulary by using picture sequence technique at the Eleventh Grade of Second Semester of MA Al-Hikmah Bandar Lampung in the Academic Year of 2016/2017?

E. Objectives of the Research

This research is conducted in aim to achieve three objectives:

1. To find out the process of applying Picture Sequence in Teaching Vocabulary at the Eleventh Grade of Second Semester of MA Al-Hikmah Bandar Lampung in the Academic Year of 2016/2017.

2. To find out the teachers' problems in teaching vocabulary by using picture sequence technique at the Eleventh Grade of Second Semester of MA Al-Hikmah Bandar Lampung in the Academic Year of 2016/2017.

3. To find out the students' problems in learning vocabulary by using picture sequence technique at the Eleventh Grade of Second Semester of MA Al-Hikmah Bandar Lampung in the Academic Year of 2016/2017.

F. Uses of the Research

The researcher expects that there are some uses of the research as follows:

1. For the students

   By using picture sequence technique, it is hoped that the students are more interested and motivated in learning English, so that their English vocabulary developed and it gives positive effect on their English achievement.

2. For the teacher

   By using picture sequence technique, the teachers can improve their creativity in teaching process, so that the goal of learning can be achieved.

3. For the school

   It is expected that this research can provide useful input in improving the quality of learning process in the school.

4. For the reader

It is hoped that the result of this research will be as a reference to do another relevant research to the use of picture sequence technique.

G. Scope of the Research

1. The subject of the research

   The subjects of this research are the students at the eleventh grade of second semester and the English teacher of MA Al-Hikmah Bandar Lampung

2. The object of the research

   The research focused on implementation of picture sequence technique in teaching vocabulary

3. The place of the research

   This research was conducted in MA Al-Hikmah Bandar Lampung

4. The time of the research

   This research was conducted at the second semester at MA Al-Hikmah Bandar Lampung in 2016/2017

CHAPTER II

FRAME OF THEORIES

A. Teaching English as Foreign Language

As an international language, in Indonesia, English is as the first foreign language. It is not easy to learn English because learning foreign language is not mainly learning the form of language but learning how to use the language for communication based on the target language culture. As foreign language, the opportunities of using English for communication is still hard to find. To avoid this teacher should provide the opportunities for students' to practice their English not only in the classroom but also outside class.

Vocabulary as one of English skill is often ignored. This due, the students lack of motivation and they have limited time to study vocabulary. The teachers also lack of technique used in teaching vocabulary. So, the students still got confused to express their idea in English. Considering those problems the teacher should be able to use the techniques and media which enable the students to develop their vocabulary.

According to Setiyadi, there are techniques, methods or even approaches to get English easier to learn.[13]

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[13] Ag.Bambang Setiyadi, *Teaching English as a Foreign Language,* (Yogyakarta: Graha Ilmu,2006),p.7

The teachers are not just teaching the students but they have to give stimulus, guidance, direction and support in learning studying English.

According to Setiyadi, the goal of teaching English as foreign language or second language would be for the learner to gain the ability to communicate in target language.[14] Candling states that the purpose of classroom foreign language teaching is to enable the students to express their own ideas and opinions in the foreign language.[15]

The main objective of teaching English in Indonesia is to enable the students to use English for communication. In Indonesia, English is the first foreign language but English is not used for daily communication.
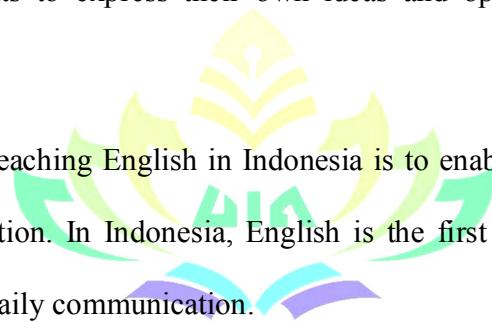
B. The Concept of Vocabulary

There are some experts who give definitions of vocabulary. According to Hatch and Brown, vocabulary is a list or set of words for a particular language or a list or set of words that individual speakers of language might use.[16] Moreover Harmer states that if language structures make up the skeleton of a language, then it is vocabulary that

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[14]*Ibid*, p.20

[15]According Candling in Nur'aini, *Teaching English as Foreign Language*, (Thesis,2012).p.10

[16]Hatch,E. and Brown,C. *Vocabulary, Semantic and Language Education*. (Cambridge: Cambridge University Press. 1995),p.88

provides the vital organs and the flesh. That is clear that vocabulary is very important.[17]

Language is made by words. Sentence cannot be arranged well without words. When we want to use language, we must have many stocks of vocabulary. We cannot use language without knowing the words and the meaning of that language. In addition, Allah has explained in the Al- Qur'an surah Al-Baqarah: 31 stated that:

وَعَلَّمَ ءَادَمَ ٱلْأَسْمَآءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى ٱلْمَلَـٰٓئِكَةِ فَقَالَ أَنۢبِـُٔونِي بِأَسْمَآءِ هَـٰٓؤُلَآءِ إِن كُنتُمْ صَـٰدِقِينَ ﴿٣١﴾
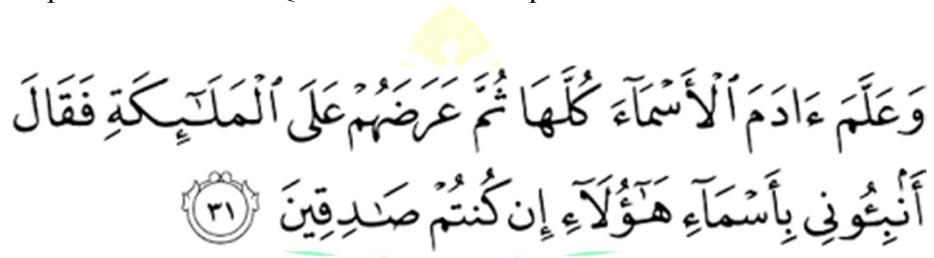
Meaning:"… And He taught Adam 'the names' of all things: then He placed them before the angels and said: "Tell me 'the names' of these if ye are right." (Q.S. Al-Baqarah: 31).[18]

Based on Qur'an verse above, it can be seen that Prophet Adam was the first man who taught vocabulary by God. It means that language learning can started with learning of vocabulary. Learning vocabulary will be able to develop a vocabulary of students especially English. Mastering English vocabulary either oral or writing will develop English skills in the others.

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[17]Jeremy Harmer, *The Practice of English Language Teaching*.(New York: Longman. 1991),p.241

[18]Abdullah Yusuf Ali. *The Holy Qur'an Text and Translation*.(Millat Book Centre: New Delhi.2006),p.8

Kridalaksana states that vocabulary is a component of language that maintains all of information about the meaning and the using of word in language. We can say that we cannot get information without vocabulary.[19] By knowing the meaning and the usage of the word, we can make a language clearly. The people that we send the information/message of the language will understand what we said. Vocabulary appears in every language skills. It means that vocabulary is very important to learn.

Charthy states that no matter how well the students learn grammar, no matter how successfully of L2 are mastered, without words to express a wide range of meaning, communication in an L2 just cannot happen in any meaningful way. Communication does not make sense without word itself.[20]

It means that vocabulary is a center while students learning a new language. English is being a foreign language or second language so that we need to learn vocabulary in systematic way. In the real condition without vocabulary, communication in foreign language or second language is not possible in a meaningful way.

According to Macmillan, once a student has mastered the fundamental grammatical patterns of a language, his next task is to master its vocabulary that he needs. Nobody ever learns all the words in any language. We know and use the words that suit our particular purposes and we continue to learn new words as long as we live.[21] From

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[19]Available Online at http://05128800.blogspot.com/2011/06/definition-of vocabulary.html.JanuaryJanuary 10th,2017

[20]Michael McCharthy, *Vocabulary. Oxford*: (London: Oxford University Press,1990),p.128

[21] Macmillan I, *The Key to the English Vocabulary*. (London: The Macmillan Compan,1991)

the explanation above, it is clear that every people who learn language are hoped to master vocabulary, until they can improve the language skills.

From the explanation above, the researcher concludes that vocabulary is list of words that has meaning, form and usage to convey the message from speaker to listener or from the writer to reader.

C. Kinds of Vocabulary

According to Thornbury, there are four kinds of vocabulary.[22]
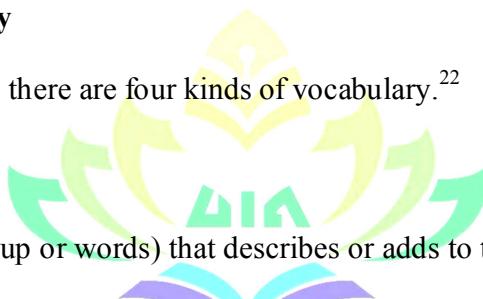
a. Adverb

Adverb is a word (or group or words) that describes or adds to the meaning of a verb, adjective, another adverb or a whole sentence.[23] Morever, Frank also states that adverb are words that decribe or modify verbs, adjectives, and other adverb.[24]

It means that adverb can be used to explain more information about verbs, adjectives, and other adverbs or even a whole sentence. The following words underlined in the sentences are the examples of adverbs.

1) Uwi works <u>hard</u>.
   S   V   Adv

2) Erika is <u>very</u> nice to me.
   S   V Adv Adj

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[22] Scoot Thornbury, *How to Teach Vocabulary*, (Harlow,Longman,2002), p.4
[23] Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Pearson Education Limited,2007), p.37
[24] Marcella Frank, *Modern English a Practical Refrence Guide*, (New York, Prentice Hall, 1972),p.141

3) Rani drives <u>extremely</u> fast.
   S   V   Adv   Adv

4) I work <u>in the office</u>.
   S V   Adv

In the first example, the adverb "hard" modifies the verb 'works'. Morever, the adverb 'very' in the second example modifies the adjective 'nice', and the adverb 'extremely' modifies another adverb in the third example 'fast'. Besides, in the last example, adverb 'in the office' explains a whole parts of the sentence. Eventually, adverb is words that can modify verbs, adjectives, other adverbs.

b. Adjective

Franks states that adjective is modifier that has the grammatical property of comparison.[25]

In addition, Harmer states that adjective is a word that gives more information about noun or pronoun, and it can be used before or after noun.[26] Besides, it can be a group of words. Hence, its most usually position is before the noun or pronoun that it modifies, but it fills other positions as well. For examples are the underline words in the following examples.

1) a <u>red</u> apple

2) a <u>beautiful</u> garden

3) <u>three</u> boys

4) a girl <u>sitting under the tree</u>, and so on.

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[25] Marcella Frank, *Op. Cit.*, p.109
[26] Jeremy Harmer, *Loc. Cit.*, p.37

The first three examples are placed before the noun that are modified, so the nouns get new explanation that can be imagined by the reader. Meanwhile, in the last example, the adjective is a group of words that is places after the noun 'girl'. From the explanation above, it can be concluded that adjective is a word or a group of words that modify noun or pronoun and can be placed before or after the noun or pronoun.

c. Noun

Frank states that noun is one of the most important parts of speech.[27] It is the basic tools for giving names to and talking about things concepts.[28]

Furthermore, Harmer states that noun is a word (or group of words) that is the name of person, a place, a thing or activity or a quality or idea, and can be used as the subject or object of a verb.[29] By noun, we can call something or concept's name, and usually it can be a subject or the object in a sentence, for example:

1). The noun 'orange' in sentence 'orange is rich of vitamin C' is a subject.
2). The noun 'book' in ' I hve a book' is a object the that sentence.

Eventually, we may say that noun is a word or a group of words that is the name of things, concepts, places, or activities that can take a role as a subject or object in a sentence,

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[27]Marcella Frank, *Op, Cit*., p.6

[28]Betty Schramfer Azar, Barbara F. Matthies and Shelley Hartle, *Fundamental English Grammar*, (New York, Longman, 1985, 3rd ed), p.73

[29]Jeremy Harmer,*Loc.Cit*., p.37

d. Verb

Verb is a word (or group of words) which is used in describing an action, experience or state.[30] However, Frank states that verb is the most complex part of speech.[31] Its varying arrangements with nouns determine the differents kinds of sentences statements, questions, commands, exclamations. Verb is the grammatical properties of person and number, properties which require agreement with the subject. The following words underline are the examples of verbs.

1). Putri <u>works</u> in her office.

2). John <u>was</u> in Yogyakarta last week.
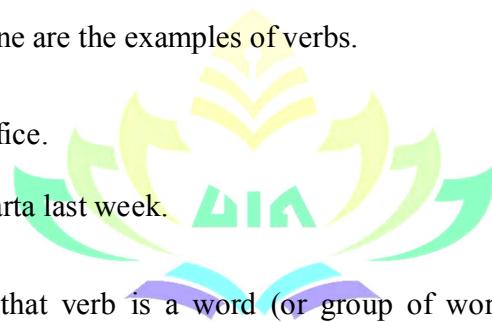
Finally, it can be said that verb is a word (or group of words) which is used in describing an action, experience or state that its own grammatical rule of the use in a sentence.

Kinds of vocabulary are adverb, adjective, noun, and verb. All kinds of vocbulary need to be know and learnt for the successfull vocabulary mastery.

D. The Concept of Vocabulary Mastery

Vocabulary is a knowledge that study about word, part of word that gives clues to the meaning of whole words. Richard states that Vocabulary is a core component of

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[30]*Ibid,* p.37

[31]Marcella Frank*, Op,Cit.*, p.47

language proficiency and provides much of the basis for how well learner speaks, listen, read, and write.[32]

Webster says that mastery is an act, found when something impersonal is involved.[33] According to Hornby mastery is complete control of knowledge.[34]

According to Chartey good mastery of vocabulary is important for everyone who learns the language, which is used in listening, speaking, writing, and reading besides grammar as stead.[35]
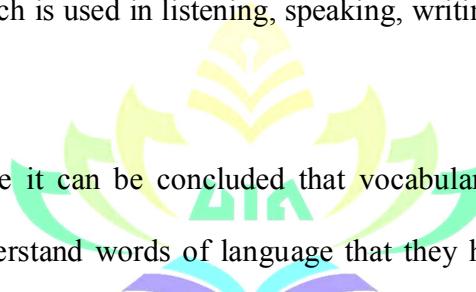
From the theories above it can be concluded that vocabulary mastery is people's ability to use or to understand words of language that they have learned in certain situations which they really have experienced in their lives.

The abilities about vocabulary that students must know as stated by Harmer are:[36]

1. Meaning, i.e. relate the word to an appropriate object or context.
2. Usage, i.e. knowledge of its collocation, metaphors and idioms, as well as a style and register (the appropriate level of formality), to be aware of any connotations and associations the word might have.

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[32]Available online at http://staidapayakumbuh.ac.id/vocabulary-mastery-and-learning-strategy/ January 13th, 2017

[33]Webster's Dictionary

[34]Hornby, AS. *Oxford Advance Learners Dictionary Current English*.(New York: Oxford University Press. 1995),p.133

[35]Michael McCartey, *Vocabulary; Description, Acquiition and Pedagogy*, (London: Cambridge University Press, 1997), p.140

[36]Jeremy Harmer. *The Practice of English Language Teaching*.(New York: Longman.1991)

3. Word formation, i.e. ability to spell and pronounce the word correctly, to know any derivation (Acceptable prefixes and suffixes).

4. Grammar, i.e. to use it in the appropriate grammatical form.

E. The Concept of Teaching Vocabulary

Teaching is a teacher's work and a need of students in order that the students can do learning. In the case of vocabulary, McCarten states that learning vocabulary is largely about remembering, and students generally need to see, say, and write newly learned words many times before they can be said to have learned them.[37] The words that have been memorized need to be called and used correctly not only once but for many times in order to be used effectively based on the correct context by the learners. In this case, teaching vocabulary is needed to be done in order that the learners or students are be able to learn the use of appropriate vocabulary based on the context.

Furthermore, Harmer states that teaching vocabulary is clearly more than just presenting new words. Teacher must be careful in selecting the vocabulary that he or she will teach. Teacher and students need to know how it task about language at various point during teaching and learning.[38] It means that the students will learn what the teacher ask them to know, but before that the teacher should determine what

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[37]Jeanne McCarten., *Teaching Vocabulary, Lesson from the Corpus, leson for the Classroom,* (New york, Cambridge University Press,2007), p.21
[38] Jeremy harmer, *Loc.Cit.*, p.34

words that will taught whether it is suitable or not for the students, so the students not only memorize the word but also know the use and context.

Teaching vocabulary plays important role in learning foreign language. Teacher should choose and apply some teaching techniques and media which are suitable with the students' need based on the curriculum. To achieve the goal of teaching vocabulary is required creativity of teachers to organize learning vocabulary in accordance with the context that will be taught.

In teaching vocabulary, the students will know that some words seem easier to learn than others. Some factors that make some words more difficult than others are:

a. Pronunciation: research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners.

b. Spelling: sound spelling mismatches are likely to be the cause of errors, either of pronunciation of spelling, and can contribute to a words difficulty. Words that contain silent letters are particularly problematic.

c. Length and complexity: long words seem to be on more difficult to learn that short ones. Dealing with complex words also tends to be more difficult than the simple one.

d. Grammar: also problematic is the grammar associated with the word. Grammar of phrasal verbs is particularly troublesome.

e. Meaning: when two words overlap in meaning, learners are likely to confuse them. Words with multiple meaning can also be troublesome for learners.

f. Range, Connotation, and Idiomatic: words that can be used in a wide range of context with generally be perceived as easier than their synonyms with a narrower range. Uncertainty as to the connotations of some words may cause problems too. Words or expressions that are idiomatic with generally be more difficult than words whose meaning is transparent.[39]

Teaching vocabulary can be done through four phases:
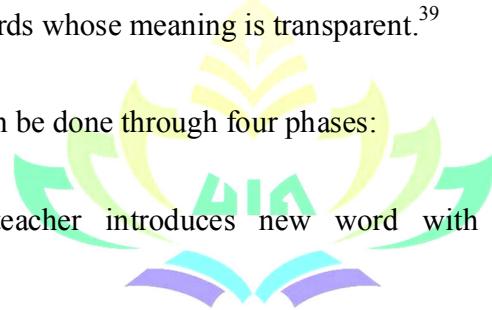
a. Introducing: The teacher introduces new word with early and correctly pronunciation.

b. Modeling: The teacher gives an example and act as a model.

c. Practicing: The teachers train the students to imitate and practice.

d. Applying: The students applying in the right situation with the help the teacher.[40]

Based on the explanation above, it can be stated that teaching vocabulary is very essential especially for understanding English in the class in which teacher should pay attention to the teaching by choosing and applying some teaching techniques and media which are suitable with the students' need based on curriculum through some phases.

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[39]Scoot Thornburry, *Op.Cit.*, p.27-28
[40]*Ibid.*, p.29

F. The Concept of Learning Vocabulary

According to Finnochirro Learning Vocabulary is the essential area of language is the lexicon or vocabulary of the language. From this statement, the researcher concludes that vocabulary must be learnt absolutely when learns language, if it is not, he learns no language at all. The purpose of learning vocabulary is to make the students understand the meaning of the words. The students are not only trying to memorize but also to use the word in any sentence in any situation.

The process of learning vocabulary needs some possible techniques. Soetardjo proposes five possible ways of learning vocabulary as follows:

1. **Learning Vocabulary through Activity**

   The teacher should allow many choices to the students as they want to learn. The teacher can make such techniques which enable the students to be creative in producing vocabulary, such as game, picture, drama and etc.

2. **Learning Vocabulary through Context Clue**

   The teacher can use context clue in word recognize by figuring out the meaning of the word based on the clue of the surrounding the context for example by giving synonym and antonym.

3. **Learning Vocabulary through Guessing**

   The teacher can encourage the students to guess first and then consult. To guest correctly, the students should have a good rationale. The teacher can give

example by pronouncing a sentence and then the students guess the words what the teacher meant.

4. **Learning Vocabulary through Definition**

   The teacher guides the students to define the meaning of the words and to arrange the words into correct sentence. For example, a dancer is a person who dances.

5. **Learning Vocabulary through Derivation**

   The teacher includes the four classes of words in the position of occurrence in English sentence patterns. The teacher can give noun, verb, adjective or adverb. Then the teacher asks the students to inform the derivation of the words. For example: to employ (verb), employer (noun), employable (adjective) an so on.[41]

Referring to the five possible ways of learning vocabulary which are purposed by Soetardjo, picture sequence is an activity in teaching which is based on point one.

G. Problem in Teaching and Learning Vocabulary

1. Teacher's Problem in Teaching Vocabulary

According to Thornbury the three factors that are related to teaching set of words that must considered by the teacher in teaching vocabulary:[42]

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[41]Soetardjo, 2006, *Technique for Teaching Vocabulary*, On Mutia script,(STKIP 2010).

[42]Scoot Thornbury, *How to Teach Vocabulary,* (London: Pearson Education Limited,2002), p. 75-77

a. Class management

For example in the class XI IPA, it consisted of 42 students and in the class XI IPS, it consisted of 40 students. The class will became noisy and uncontrolled if the students felt tired or bored. It can be concluded that the number of the students are too many the teacher got difficulties to manage the class.

b. The motivation of the students

The students sometimes felt enthusiastic to study, but they also felt bored in the teaching learning process. For example, when the teacher gave easy material they would pay attention to the teacher, but if the teacher gave the difficult materials the student did not pay attention to the teacher explanation. They easily got bored when they got difficult materials.

c. Student's laziness

Student's laziness was one of the complex problems faced by the teacher, because this problem came from students characteristics. So, the teacher could not impose the students to be diligent directly. The teacher had to find the problem solve that could make the students became diligent by their self.

From the explanation above, it can be concluded that teacher problem in teaching vocabulary are class management, the motivation of the students and students laziness.

2. Students' Problem in Learning Vocabulary

In learning a foreign language, vocabulary plays an important role. It is one element that links the four language skills of speaking, listening, reading and writing all together. It provides the vital organs and flesh to the language, so students should acquire and adequate number of words and should know how to use them accurately in context.[43] How the students can master as many as possible words to use in appropriate context can be difficult for them. Whereas, they have to do it in order to be able to have ability in all of the language skills.

Azwani states that most students learn vocabulary passively due to several factors as follows:

1) They consider the teacher's explanation for meaning or definition, pronunciation, spelling and grammatical function boring.

2) Students only think of vocabulary learning as knowing the primary meaning of new words.

3) Students usually only acquire new vocabulary through new words in their textbooks or when given by teachers during classroom lessons.

4) Many learners do not want to take risks in applying what they have learnt. Students may recognize a word in a written or spoken form and think that they

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[43]Jeremy Harmer,*Op.Cit.*,p.153

already "know the word", but they may not be able to use that word properly in different context.[44]

From the explanation above, it can be concluded that in learning vocabulary, the students may have some problems and difficulties. Some of those problems are that the students consider the teacher's explanation boring, and they think of vocabulary learning as knowing the primary meaning of new words that are gotten only from textbooks or from the teacher, so it is difficult for them to use the words based on the appropriate context.
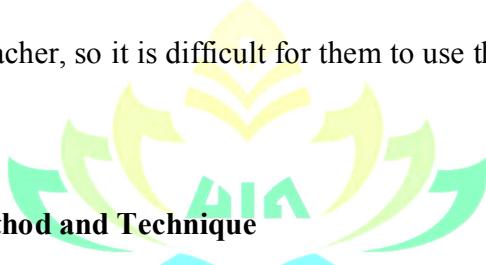
H. The Concept of Method and Technique

The concept of teaching English as a foreign language becomes the underpinning concept of language teaching in Indonesia. How a teacher provides the interesting materials so that it enables the students to communicate using the target language. Teacher should know the teachers roles. As stated by Harmer teachers roles may change from controller, organizer, assessor, prompter, participant, resource, tutor, until observer.[45] The teacher not only should know about the roles but also should understand about the method and technique.

According to Brown method is a generalized set of classroom specifications for accomplishing linguistic object. While technique is any of a wide variety of exercises,

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[44]Azwani,*Method of Teaching Vocabulary*, (Jombang, A Research Paper,2010),p.30
[45]Jeremy Harmer, *The Practice of Language Teaching*, (US: Longman),p.58-62

activities, or tasks used in language classroom for realizing lesson objectives.[46] In the other words method is procedural and technique is implementation. Teaching methods have been introduced in language teaching for a long time and they can be traced back several centuries ago. The story of language teaching methods began with grammar teaching of Latin and Greek, and then the method is improve with the introduction of translation in teaching the languages, which is popularly known as the grammar translation method (GTM).[47] There are many methods of teaching language such as:

1. Grammar Translation Method

2. Direct Method

3. Audio-lingualism

4. The Lexical Approach

5. Communicative Language Teaching
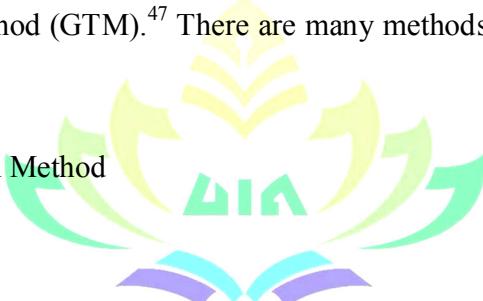
As mentioned earlier, a technique is implementation. A technique is something that actually takes place in language teaching and learning in the classroom. All activities that take place in a language class are techniques. According to E.Anthony (cited in Allen & Cam) "Technique are special tricks employed by the classroom teacher to achieve the objectives of a lesson.[48]" In this sense there is a close relationship

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[46]H.Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, second Ed, (New York : Longman,2001),p.16
[47]*Ibid*, p.6-7
[48]Available Online, Technique to Teach English | eHow.com
http://www.ehow.com/list_7396958_technique-teach-english.html#ixzz1pfKOUKfE, January 15th, 2017

between the objectives and classroom techniques. There are some of techniques used by a teacher of English, such as demonstration, translation, narration, read and say, etc.[49] because picture sequence is an activity in the class, so it can be said that it is a technique.

The following are some examples of technique in error correction, when a student has produced a wrong expression, the teacher just repeats the right one (Total Physical Response), the teacher often praises when a students has made a good thing in learning (Audio Lingual Method), the teacher does not care when a student make an error as long as it does not hinder communication (Natural Method).

In this globalization era, educators are demanded to be more professional in their job, otherwise they will be far behind. It is important for them to be more creative in finding a new kind of method and technique in teaching process. To support all those things they have to know about the method and technique of teaching English.

I.   The Concept of Picture Sequence

Picture sequence is a series of photograph dealing with one subject, it may tell story, describe a science, reveal a person, or show how to do something, the most successful picture sequence create several visual images that contain emphasis and action.[50]

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[49]Available Online, Technique to Teach English | eHow.com http://www.ehow.com/list_7396958_technique-teach-english.html#ixzz1pfKOUKfE, January 15th, 2017

[50]Available Online at http:www.*picture/picture sequence*, January 15th, 2017

There are some experts who give definition of picture sequence. According to Bowen, Picture sequence is a series of pictures of a single subject. Its function is to tell a story or a sequence of events.[51] Moreover Wright states that picture sequence are pictures which show some actions or events in chronological order.[52]

From the explanation above, the researcher concluded that picture sequence is a kind of picture that has a series of an object or a situation is explained by some picture. This picture usually tells about a story, or an event about something that happened. The sequence must be in chronologically order.
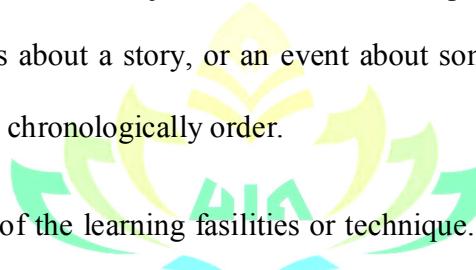
Picture sequence is one of the learning fasilities or technique. It is very important in learning process, especially in foreign language learning for the students, without the media in the learning process, it is very difficult for teacher to explain or describe something, and make the students able to understand what the material explain about. Picture is one of the element is of the element in media which is very important.

The picture is easy way to teach vocabulary to students at the beginner level vocabulary to learn about English picture can make students easier to remember the picture that shown to them.

Wright presents the advantages and disadvantages of the picture class as follows:[53]

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[51]Betty Morgan Bowen*, Look here! Visual in Language Teaching*, (London: Essential Language Teaching Series,1973),p.199

[52]Andrew Wright, *Picture for Language Learning* (Australia: Cambridge University Press,1989),p.138

[53] Andrew Wright, *Pictures for Language Learning*. (Australia: Cambridge University Press.1989) p.157

1. **The Advantages of the picture :**

   a. Giving material by using picture it can stimulate and motivate students to become more observant and express themselves

   b. Using picture the students can see the object which are being talked and discussed clearly

   c. Using picture can be used for individual students or in group.

2. **The Disadvantages of the picture :**

   a. It is difficult to look for the specific picture which is suitable for the students level, curriculum and needs

   b. The students still find the difficulty to express something in the picture in detail if they never seen it

   c. Each person has different perception about the meaning of picture.[54]

According to the criteria of good picture above, the teacher must find the good picture that can be used in learning process.

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[54]Paul Nation, *Technique for Teaching Vocabulary*, On Puspa Yulia Sari Script, (Muhammadiyah Metro University,2010),p.18

J. Concept of Some Problems in Implementing Picture Sequence Technique

1. Students' Problem in Learning Vocabulary Through Picture Sequence

While some problems probably would arise while implementing picture sequence by Simon Fuller is as follows:[55]

a) Sometimes the picture is less clear

b) Students do not understand what is meant by the picture sequence

c) Sometimes students feel awkward or difficult when called upon teachers to move forward to sort a series of images

d) Students are not able to express their ideas, their opinions or ideas in accordance with the sequence images

e) Students felt uncomfortable

f) Difficult for students to focus when done the picture sequence too often.

g) Teachers are less able to generate an attractive learning environment so that students easily get bored.

Furthermore, some problems probably would arise while implementing picture sequence by Bowen is as follows:[56]

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[55]Simon Fuller,http://ml.scribd.com/doc/71039586/Meningkatkan-Kemampuan-Menulis-Narasi-Melalui-Gambar-Berseri, Accessed January 15th, 2017

[56] Betty Morgan Bowen, *Look here! Visual in Language Teaching*, (London: Essential Language Teaching Series,1973),p.55

a) The students may not truly be learning.

b) If the learning becomes too predicate able, students may not gain clear knowledge about the skills they are supposed to master.

c) Hard for students to focus when done the picture sequence too often.

Based on the explanation above, the problems possibly faced by the students are come from the picture, the students difficult to understand of teacher's instruction, the students sometimes feel bored, the students are not able to express their ideas, their opinions or ideas in accordance with the sequence images, students difficult to focus when done the picture sequence too often and the students may not truly be learning.
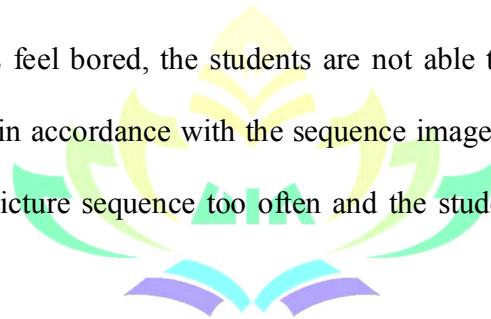
In this research, the researcher will combine theory of students' problem in learning vocabulary by Azwani with theory of students' problem in learning picture sequence technique by Simon Fuller and Bowen. In order to have a comprehensive data of the students' problem needed in this research.

2. Teachers' Problem in Teaching Vocabulary Through Picture Sequence

Johnson said that there are some problems that would arise while implementing picture sequence technique. They are as follows:[57]

a) Takes a lot of time

b) Many students are passive

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[57]Available Online at http:/ras-eko.blogspot.com/2011/05/model-pembelajaran-picture-and-picture.html, January 15th, 2017

c) Teachers are concerned that there will be chaos In class

d) Many students are not happy when told to work together with others

e) It takes the support facilities and equipment

f) Difficult to find teaching material (picture sequence)

g) It costs quite a lot

h) Teachers need extra energy to be able to guide the students one by one

Furthermore, some problems probably would arise while implementing picture sequence by Gerlach is as follows:[58]
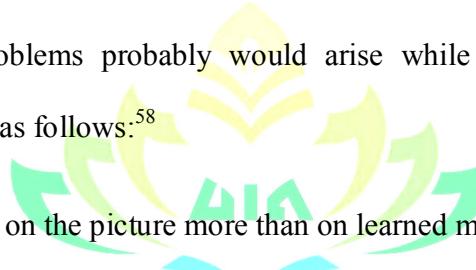
a) Student attention on the picture more than on learned material.

b) It takes time and costs much to provide attractive pictures.

c) Small and unclear pictures may arouse problems in the teaching learning process since the students may misunderstand about the pictures.

Based on the explanation above, the researcher construct the theory of teacher's problems in teaching vocabulary through picture sequence. They are, takes a lot of time, many students are passive, teachers are concerned that there will be chaos in class, difficult to find teaching material (picture sequence) and it takes costs much to provide attractive pictures, and teachers need extra energy to be able to guide the students one by one, small and unclear pictures may arouse problems in the teaching learning process since the students may misunderstand about the pictures.

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[58] Vernon,S,Gerlach and Donald P.Emily, *Teaching and Media a Systematic Approach 2nd* (New Jersey: Prentice Hall),1980,p.277

In this research, the researcher will combine theory of teacher's problems in teaching vocabulary by Thornbury with teacher's problems in teaching vocabulary through picture sequence by Johnson and Gerlach.

K. Procedure of Teaching Vocabulary Picture Sequence

Allen and Vallete Presents procedure of Picture Sequence class as follow:[59]

1. The teacher greets the students

2. The teacher gives the students background knowledge about picture sequence

3. The teacher gives the students example of picture sequence

4. The teacher show the students picture sequence and then the teacher ask them about the activity of the picture sequence

5. The teacher gives the students exercises used picture sequence
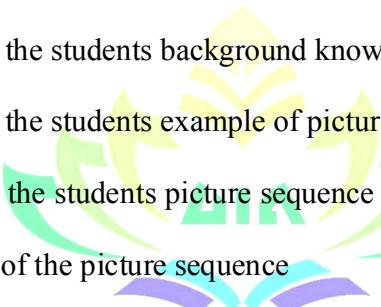
It means that, procedure of picture sequence according to Allen and Vallete good enough, but the teacher must prepare a good quality picture. So the students will excited to learn with picture sequence, and the teacher must divides the groups fairly.

Moreover, the following explanation is procedures of using picture sequence according to Harmaini.

1. Pre-teaching activities

a. Teacher greets the students

b. The teacher checks student's attendance

c. The teacher introduce the new topic to the students

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[59]*Ibid*, p.24

d. The teacher show the picture of the students and

e. Ask the students some question related to the topic, for example: What picture is this?, What are people doing?

2. **Whilst-teaching activities**

   a. Ask the students to find out the correct word in each picture

   b. Explain the picture and pronounce vocabulary

   c. Pronounce the word and ask the students to repeat after teacher and

   d. Ask the students to make sentence based on the picture

3. **Post-teaching activities**

   a. Ask the students to make sentence based on the picture

   b. Ask the students to complete the mising word and retell the story of the picture.[60]

It means that, procedures of using picture sequence according to Harmaini good enough, but the teacher must show an interesting picture. So the students will excited to learn with picture sequence and the teacher should explain the topic clearly.

From two previous procedures, the researcher constructs that the procedures or step of picture sequence technique become:

1. The teacher greets the students

2. The teacher checks student's attendance

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[60]Fitrina Harmaini, *Journal FKIP Bung Hatta Vol 3 No 5: Teaching Vocabulary by Using Picture Sequence*, (Bukit Tinggi, Universitas Bung Hatta,2014),p.7.

3. The teacher introduce the new topic to the students

4. The teacher gives the students background knowledge about picture sequence

5. The teacher gives the students example of picture sequence, and

6. Ask the students some question related to the topic, for example: what picture is this?, what are people doing?

7. The teacher explain the picture and pronounce vocabulary

8. Pronounce the word and ask the students to repeat after teacher and

9. The teacher ask the students to make sentence based on the picture

10. The teacher ask the students to complete the missing word and retell the story of the picture
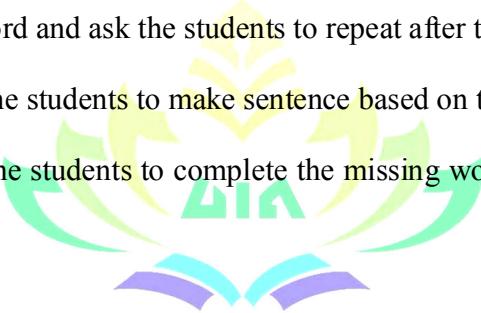
In conclusion, in picture sequence technique the teacher need a good preparation in applying in the classroom, because teaching use picture sequence technique the teacher must prepare the picture clearly and choose an interesting topic. So the students not feel bored and excited to learn with picture sequence technique.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher uses qualitative research. Qualitative research is a research that produces descriptive data in the form of written words or oral from the subject and its behavior that can be observed.[61]

The researcher wants to find out the process of applying picture sequence in teaching vocabulary and the problems coming from using picture sequence in teaching vocabulary. Researcher observe English teacher in teaching vocabulary to the students through picture sequence in 3 meetings. In the first and second meeting the researcher hoped that she/he can identify the process of learning and in the third meeting the researcher can identify the problems of learning. English teacher help the researcher to observe the process of teaching, and then the data was taken from the result of observation. Besides, the researcher gave students questionnaire to gain data and find out the problems from the students on implementation of picture sequence in teaching vocabulary.

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[61] Ag.Bambang Setiyadi, *Metode Penelitian untuk Peneliti Bahasa Asing* , (Yogyakarta, Graha Ilmu,2006), p.219

B. Research Subject

The researcher selected the participants who know the phenomenon of the problem. The researcher used purposive sampling technique to choose the participants. Purposive sampling technique is the technique of selecting participants and sites intentionally to learn or understand the central phenomenon. The researcher chose the English teacher and the students of the eleventh grade of MA Al-Hikmah Bandar Lampung as the participants of this research. There is one English teacher and three classes for the eleventh grade. The researcher asked the teacher of eleventh grade who teaches English in the sample class. Then, the researcher chose class XI IPA as the sample of research because this class has a big problem with their vocabulary based on the interview with the teacher.

C. Data Collecting Technique

In this research, the step is conducted with intention of gaining the data from beginning until the end of teaching and learning process. Therefore, in this research, the researcher will conduct the observation, interview and questionnaire to get data of this research. The steps are follows:

1. Observation

Observation is collecting data process which in this research the researcher observed the situation of teaching learning process in the class. Observation is properly used in this research which related with teaching learning process, students activity and problem which may arise. In this research, the researcher is

an observer to get the data. The researcher would not be involved directly in the classroom activity. The researcher made a note during the teaching learning process. In this case the researcher only takes note, analyzes and make conferences about the object under study. Nevertheless, before the teaching learning begins, the teacher prepared a lesson plan and discussed the material.

2. Interview

Interview is a conversation between two people (the interviewer and interview) which questions will be asked by the interviewer to obtain information from the interview. The researcher used standardized open-ended interview. Gall in Turner stated that the standardized open-ended interview is extremely structured in terms of the wording of the questions. Participants are always asked identical questions, but the questions are worded so that responses are open-ended.[62] Because this open-endedness allows the participants to contribute as much detailed information as they desire and it also allows the researcher to ask probing questions as a means of follow-up. In addition, this interview is aimed to make sure about the result of the observation and to get more data related to this research. The teacher was asked about his opinion of the activity process including their problems in vocabulary.

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[62]Daniel W.Turner, *Qualitative Interview Design: A Practical Guide for Novice Investigator*, (Florida: Nova Southeastern University,2010),p.756

3. Questionnaire

Questionnaire is a list of questions that is used by obtaining information from respondent. The researcher gave questionnaire to the students in order to know the further opinions and to know the aspect that may influent the students learning process and to confirm the answer given by their teacher. From collecting data through questionnaire, the researcher finds out the students respond toward the teaching and learning process. The researcher distributed the questionnaire after the process of teaching and learning vocabulary through picture sequence technique.
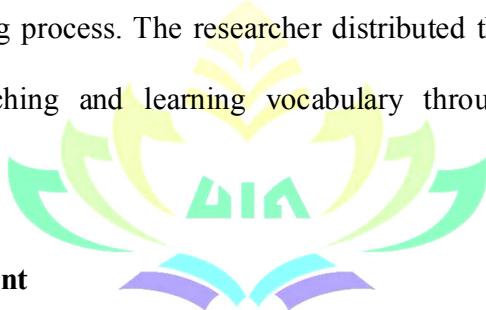
D. Research Instrument

In this research, the researcher used three kinds of instrument. They are observation, interview and questionnaire. The researcher conducted the observation to get the data of certain activity. Interview was used in collecting the data from the teacher to get the problem that is faced by teacher. And the last, to support the data and to get the problem faced by students, the researcher used the questionnaire given to the students to confirm the answers.

1. Observation

Observation is to explain the situation that we examine, the activities that take place, individuals who are involved in an activity and the relationship between the situations, events and individuals.[63]

Observation is proper used in the research which is related to teaching learning process, students' activity and problem which may arise. Faisal in Sugiyono classified of the observation into three kinds, that "*participation observation, overt observation, convert observation and unstructured observation*.[64] But in this research, the researcher will use participation to observe. Participation observation has been divided into 4 groups by Sugiyono, those are, active participation, moderate participation, passive participation and full participation. From the four groups, the researcher used passive participation. In which, in this case the researcher come to the place of the observed activity, but did not get involved in these activities, the researcher observed the teaching learning in the class by using note. In this case, to make the observation directed, the researcher used observation checklist.

2. Interview

Interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and join construction of meaning about a particular topic. Interview provides the researchers a mean to gain a deeper

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[63]Bambang Setiyadi, *Op.Cit.*, p.239
[64]Sugiyono, *Metode Penelitian Qualitative, Qualitative and R & D,* (Bandung Alfabeta, 2001), p.310

understanding of how the participants interpret a situation or phenomenon that can be gained through observation.[65] The interview used in collecting the data from the teacher. The researcher asked about his opinions of the activity process including problems faced in the use of picture sequence.

TABLE 1
Specification of Interview

Components of Interview	No. Item	Total Item
To know the general process of English teaching learning activity, teaching learning vocabulary and by using picture sequence technique	1,2,3	3
To know whether picture sequence technique can improve the students' vocabulary mastery	4,5,6,7	4
To know the teacher's problem during the process while applying picture sequence technique in teaching vocabulary	8,9,10,11,12,13,14,15	8

3. Questionnaire

In this research the questionnaire that the researcher used is close-ended questions. Setiyadi states that close-ended is a question that does not need to consider whether it should be answered with a long answer to a short or wide. Only need to be answered correctly or incorrectly.[66] The kind of questionnaire gives freedom to the participant to answer the question given. The researcher gave questionnaire to the students. Questionnaire was printed from data including questions or statements that were

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[65] Sugiyono, *Op.Cit.*,318
[66] *Ibid*, p.199

expected to respond. The researcher gave the questionnaire to the students in order to know the further opinions and to know the aspect that may influent the students learning process. From collecting the data through questionnaire, the researcher found out the respond of the student's toward the teaching and learning process

TABLE 2
Specification of Questionnaire

Components of Questionnaire	No. Item	Total Item
To know the students' motivation and interest in learning vocabulary	1	1
To know the students' improvement in learning vocabulary by using picture sequence technique	2	1
To know the students' problem in learning vocabulary by using picture sequence technique	3,4,5,6,7,8	6

E. Research Procedure

To obtain the accurate data, the researcher followed the procedures of research in the following steps as follows:

1. The researcher chose the English teacher and the students of the eleventh grade of MA Al-Hikmah Bandar Lampung as the participants of this research.

2. The researcher came to the class with the teacher to made observation when teaching learning process is being conducted,

3. The researcher would not be involved directly in the classroom activity. In this case the researcher only takes note, analyzes and made conferences about the object under study.

4. The researcher Interview the teacher to know his opinion, process referring to the material and the activity and the problem that is faced by him.

5. The researcher gave questionnaire to the students to know their opinion about the technique and the problems faced by them.

6. The researcher analyzing the data and made the report.

F. Credibility and Transferability

1. Credibility
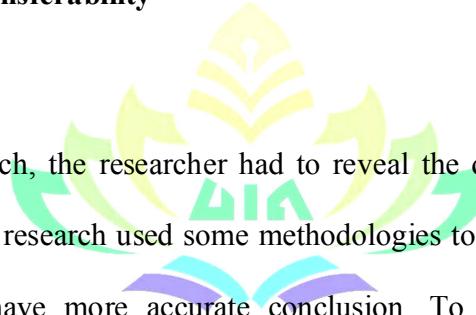
In the qualitative research, the researcher had to reveal the data as real life of the subject. This qualitative research used some methodologies to keep the credibility of the data in order to have more accurate conclusion. To make the data valid, triangulation will be employed. According to Wiersman in Sugiyono, Triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collections procedures.[67] Because the attitude of human being will be quite complex, the use of single method in collecting the qualitative data is often consider not enough.

In this research, the researcher used three triangulation, they are method triangulation, time triangulation and data triangulation. In method triangulation, the researcher will use three data collecting techniques: they are observation, interview and questionnaire. The observation was focused on the process of the implementation of

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[67] *Ibid,* p.372

picture sequence at the eleventh grade of second semester of MA Al-Hikmah Bandar Lampung. The researcher will give questionnaire to the students in order to know further opinions and to know the aspect that may influent the students learning process. The researcher asking the English teacher about his opinions of the activity process including problems faced in the implementation of picture sequence. Its mean the source triangulation was employed. The observation was done more than one time. It means that time triangulation was employed in this research. By applying these three triangulations, the researcher was expected the result of the research consist for the same data because the data were collect more than one time and more than one source.
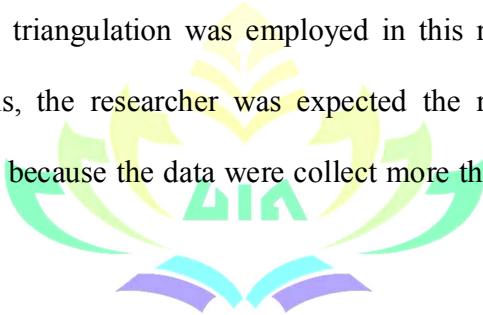
2. Transferability

Transferability is the degree to which the findings of a qualitative study can be applied or generalized to other context or to order groups. Although the qualitative researcher typically does not have generalizability as a goal, it is the responsibility of the researcher to provide sufficiently rich, detailed, thick descriptions of the context so that potential users can make the necessary comparisons and judgments about similarity and hence transferability. This is referred to as descriptive adequacy.[68] The researcher will strive to provide accurate, detailed, and complete descriptions of the context and participants to assist the reader in determining transferability.

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[68] Donal Ary, *Introduction to Research in Education*, (Wadswoth: Nelson Education,2010), p.501

G. Data Analysis

In this research the steps of analyzed the data are as follow:[69]

1. Data reduction

   The reduction of the data in this research means as the process of selecting, abstracting, and simplify the data gained from the note of the interview and observation. Then this summary will be analyzed to seek the important information, group the data, and select the data which are needed and arrange the data to the proper format so that they give meaningful result and conclusion.

2. Data Display

   The next stage is to display the data from the result of the data reduction. The information gains from observation, interview, and questionnaire will be gathered and organized according to the research focus. Data displays include many types of matrces, graphs, charts and networks. All are designed to assemble organized information into an immediately accessible, compact form so that the analyst can see what is happening and their draw justified conclusions or move on to the next step of analysis the display suggests may be useful.

   The nation of data display is intended to convey the idea that data are presented as an organized, compressed assembly of information that permits conclusions to be analytical drawn. Displays may involve tables of data, tally sheets of themes, summaries or proportions of various statements, phrases or themes.

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[69]Mathew B. Miles and A.Michael Huberman, *Qualitative Data Analysis*, (California: Sage Publication, 1994),p.12

3. Conclusion Drawing/Verification

The last step of analyzing the data is conclusion drawing/verification. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implication for the questions at hand. Throughout the research process the investigator will be making various inform evaluations and decisions about the study and the data. Sometimes these evaluations and decisions have arisen as a result of data as they are Collected (based on observations in the field, statements made during interview, observation of pattern in various documents, etc)[70]

In this research, the researcher used the steps of analyzing the data based on explanation above, such as data reduction to seek the important information, group the data and select the data which are needed, Data display to see what is happening and justified conclusions. It may involve summary. And the last is Conclusion drawing/verification that a result of data as the researcher collected based on observation.

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[70]Bruce L Berg, *Qualitative Research Methods for The Social Science* (Borston: Pearson Education, 2001),p. 35-36

CHAPTER IV
THE RESULT AND DISCUSSION

A. Research Procedure

The researcher had done the research through observation, interview, and questionnaire. The researcher finds out some results of the research in the process of using picture sequence technique in teaching vocabulary in MA Al-Hikmah Bandar Lampung.
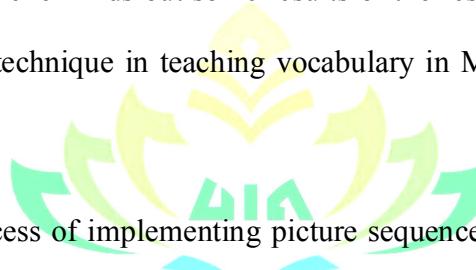
In investigating the process of implementing picture sequence technique in teaching vocabulary, the researcher used three instruments in collecting the data. They are observation, interview, and questionnaire. The research was conducted in 3 meetings. The instruments of the research which were consisted of observation, questionnaire, and interview had been done to know the process of teaching vocabulary by using picture sequence technique, the problems faced by teacher and students in teaching and learning vocabulary through picture sequence technique.

In the observation, the researcher observed the process of using picture sequence technique in teaching learning activity in the class by observing both the teacher and the students. Then the researcher gave questionnaire to the students to know their respond to the implementation of the research and also the problems they faced in the process of teaching learning activity. Next was interview, the researcher interviewed

the teacher to confirm the data gained from the observation and questionnaire. Moreover, the researcher also collected additional data such as school profile and the condition of the students and the teacher and so on.

The researcher was conducted the research at MA Al-Hikmah Bandar Lampung in the first of the eleventh grade started on May 17th 2017 to June 5th 2017. In this research the researcher enclosed the date and schedule of works as follows:

1. On Wednesday, May 17th 2017, the researcher met the headmaster to get permission to do research at MA Al-Hikmah Bandar Lampung. And then the researcher met the English teacher Mr. Yayan Mulyana, S.Pd, to discuss the schedule to do research.

2. On Monday, May 22th, 2017, the researcher conducted the observation/ first meeting.

3. On Thursday, May 25th, 2017, the researcher conducted the observation/ second meeting.

4. On Monday, June 5th, 2017, the researcher conducted the interview and distributed the questionnaire/ third meeting.

B. Data Analysis

After collecting the data, the researcher analyzed the data containing of observation, interview and questionnaire. According to Miles and Huberman there are three major phrases of data analysis, they are data reduction, data display, and conclusion or verification.

1.Data Reduction

Data reduction is the first component or level in model of qualitative data analysis of Miles and Huberman theory. It refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In data reduction, the mass of data has to be organized and meaningfully reduced or reconfigured. In this case, the researcher selected which data that were used in her research. They were three instruments used to collect the data: observation, interview and questionnaire. Observation became the key instrument in this research, whereas interview and questionnaire became the supporting instrument. In this step, the researcher analyzed the data based on each instrument.

a. Report of Observation

The researcher employed an observation (see appendix 5). The observation was conducted to know the process of teaching vocabulary by using picture sequence technique which was conducted in three meetings. First and second meeting has the same activity but the tittle was different. First meeting the material about daily

activity and second meeting the material about how to make something. The researcher observed the process of teaching vocabulary by using picture sequence technique, the teacher's and students' problem during teaching vocabulary by using picture sequence technique and the last meeting the researcher conducted the interview and distributed the questionnaire. In the observation process, the researcher prepared the observation checklist *(see appendix 3)* and documentation the teaching and learning process. The data of observation had been identified in the following discussion.
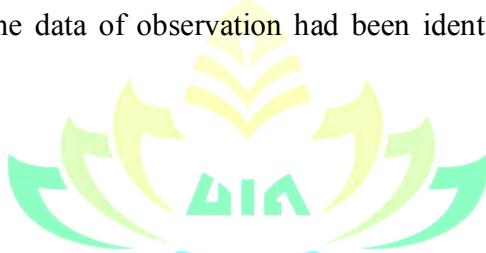
1). The First meeting

The researcher conducted the first meeting on Monday, May 22th, 2017 in the morning. Before teaching and learning began, the teacher prepared material in advanced. The teacher started the class by greeting the students and checked the students' attendance and built good relationship or made small talk with students before starting the lesson. After that, the teacher introduced the new material about picture sequence and technique that would be taught. The teacher related it in the topic about daily activity. The lesson started with the teacher gives the students background knowledge about the picture sequence and the teacher asked some question to the students about daily activities. And then the students gave some vocabularies about it. After that, the teacher read what were on the whiteboard and then the students repeated after the teacher.

Secondly, in this session the teacher showed picture sequence about daily activities. And then the teacher asked to the students to mention what were those pictures. After that the teacher asked the students to arrange those pictures on the whiteboard. So, the teacher explained what a picture sequence and gave an example in a sentence used vocabulary based on the picture.

Finally, the teacher gave assessment to the students to fill a missing word with a vocabularies in sentences based on picture sequence about daily activity have been taught and retell the story of the picture.

2). The Second meeting

In the second meeting, the researcher conducted on Thursday, May 25th, 2017.In the morning. Before teaching and learning began, the teacher prepared material in advanced.

In the second session, the activities are not too different from the first session. First, while the teacher entered the class, all students stand up and pray and then greeted to the teacher. So, the teacher asked them about favorite food.

Secondly, in this session, the teacher gave an explanation about the material will be taught, is it about procedure text with a picture sequence under the title fried rice. After that, the teacher asked the students to mention some vocabularies what the ingredients were needed and he wrote on the whiteboard and he also gave some new vocabularies. So, the teacher read what were on the whiteboard and asked the students to repeat after him, and he also teaches how to pronounce those words.

Finally, the teacher asked the students to arrange the sentences into a good paragraph based on picture sequence about how to make something have been taught.

During the observation of teaching vocabulary by using picture sequence technique in the first and second meeting, the researcher found the problems as follows:

1. Teacher's Problems

a. The teacher felt difficulties to manage class

It was shown by some students who did not pay attention and made noisy by themselves such chatting with other friends. The teacher sometimes had difficulties to manage class.

b. Use of the picture sequence technique takes a lot of time

The teacher taught that he needed much time to do this technique. It occurred because the teacher must show those pictures one by one and must explain it.

c. The teacher had difficulties in increasing students' diligent characteristic

Student's laziness was one of the complex problems faced by the teacher, because this problem came from students characteristics. So, the teacher could not impose the students to be diligent directly. The teacher had to find the solution that could make the students became diligent by their self.

2. Students' Problem

a. Students considered the teacher's explanations for meaning or definition, pronunciation, spelling and grammatical function were boring

The students seemed confused when they did not know the meaning of the words because the students have limited of vocabulary so the students did not understand teacher's explanation. In addition, for pronunciation, the students did not understand the way spelling the words, so the students incorrect pronunciation of the words. And for grammar the students did not pay attention when the teacher explained to make (a sentence) or (some sentences). So the students still confused when the teacher asked them to make a correct sentence.

b. Students only thought about vocabulary learning as knowing the primary meaning of new words
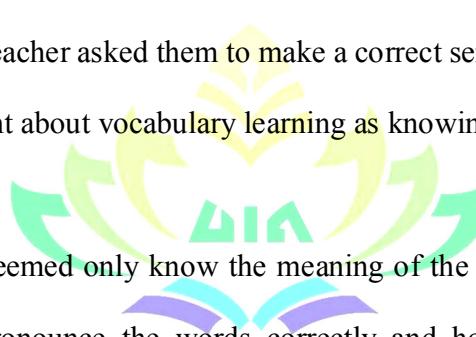
The students were seemed only know the meaning of the words. They were still confused how to pronounce the words correctly and how to spell the words correctly and orally. However, it was important to know not only the words of 'sepatu' as shoes in English but also the spelling of shoes and the pronunciation as well as the use in context.

c. Students had difficulty to saw these pictures clearly

In teaching learning process some of students had different perception about the meaning of picture.

d. Students usually only acquired new vocabulary through new words in their textbooks or when gave by teachers during classroom lessons

When the students did not know the answer of the words for fill a missing word of picture sequence, they asked the teacher about the meaning of word. Moreover,

when they were asked to make a sentence by using the words of the answer, they sometimes faced difficulty to find words in English, so they asked the teacher.

e. The students were hard to express their ideas and opinions in accordance with the sequence images.

The students hard to express their ideas, so the students were difficult to arrange sentences into a good paragraph if they never hear the vocabulary before, also the students afraid of making mistake

b. Report of Interview

To support the data of observation, the researcher employed interviews to the teacher in order to investigate the problem faced by the teacher and during the teaching and learning vocabulary by using picture sequence technique. There were fifteen questions that researcher asked to the teacher (see appendix 6). The first point of interview was to know the general process of English teaching learning activity, and teaching learning vocabulary that was consisted of three questions. The second point of interview was to know whether picture sequence technique could improve the students' vocabulary mastery that was consisted of four questions. The third point of interview was to know the teacher's problem during the process while applying picture sequence technique in teaching vocabulary that consisted of three questions.

There were fifteen questions that the researcher asked to the teacher about the process of teaching vocabulary by using picture sequence technique. There were three questions reduced and there were twelve questions displayed. These data were

reduced because the data did not answer the formulations of this research that wanted to know the process, teacher and students' problems in using picture sequence technique.

The reduced data were as follows:

1. Item number 1, How is the process of teaching English generally in class XI IPA?

   The data were reduced because it was about general English of the students in XI IPA.

2. Item number 4, In your opinion, is picture sequence a good technique for teaching vocabulary?

   The data were reduced because the question did not answer the formulation of this research.

3. Item number 12, Do you have a lot of good lesson books to support teaching vocabulary using picture sequence technique?

   The data reduced because the answers from the teacher could not have made the conclusions of this research.

c. Report of Questionnaire

The researcher also employed questionnaire to support the data from observation and interview data. The questionnaire consisted of eight questions whereas the questions were distributed to know the students' problems in learning vocabulary through using picture sequence technique. But, there were first question which was to know whether the students like vocabulary by using picture sequence technique and second question

which was to know whether picture sequence technique can improve students' English vocabulary. These data were reduced because the data did not answer the formulations of this research that wanted to know the process, teacher and students' problems in using picture sequence technique.

Based on the data number one of the questionnaire it was used to know whether the students like vocabulary by using picture sequence technique. Based on the answer of the question, it was found that there were 35 students (66%) answered that they liked leaning vocabulary by using picture sequence technique and there were 6 students (34%) answered that they did not like learning vocabulary by using picture sequence technique. It can be concluded that the students like vocabulary by using picture sequence technique.

Based on the data number two of the questionnaire it was used to know whether could improve the mastery of vocabulary by using picture sequence technique. Based on the answer of the question, it was found that there were 31 students (60%) answered that they could improve the mastery of vocabulary by using picture sequence technique in teaching learning process and there were 10 students (40%) answered that they could not improve the mastery of vocabulary by using picture sequence technique in teaching and learning process. It could be concluded that there were more students (60%) who could improve their vocabulary mastery by using picture sequence technique in teaching learning process.

Those are the result of the questionnaire from the question which were reduced, because to know students' problem in learning vocabulary through picture sequence technique could be got from the questions number three, four, five, six, seven and eight. For the result can be seen in data display.

2. Data Display

Data display is second component or level in Miles and Huberman model of qualitative data analysis. A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way arranging thinking about the more textually embedded data.[71] At the display stage additional higher order categories or themes may emerge from the data that go beyond those first discovered during the initial process of data reduction. In this case the analysis is done based on data collected by each instrument.

a. Observation

Based on the data showing in the data reduction, in this part the data are going to be identified and displayed for the first and second meetings to know the process and the teacher and students' problems faced in teaching and learning vocabulary through picture sequence and the last meeting the researcher conducted the interview and distributed the questionnaire.

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[71] *Ibid*, p.11

1. The first meeting

The first meeting was held to investigate whether the application of the ten steps of using picture sequence technique applied by the teacher or not. (see appendix 3). The explanation of the applicant of those ten steps according to two procedures of Allen and Harmaini could be seen it the table below.

Table 3
The Application of the Ten Steps of Teaching Vocabulary
Through Picture Sequence

Steps	Notes
The application of the ten steps of teaching vocabulary through picture sequence	
1. Teacher greets the students	The teacher greeted the whole class. As the muslim it is obligation to greet each other the teacher as the aducator has to help them in building character.
2. Teacher checks student's attendance	When the teacher entered the class he always checked the attendance list.
3. Teacher introduce the new topic	Before teaching and learning began the teacher introduced the new topic.
4. Teacher gives the students background knowledge about picture sequence	Before entered to material, the teacher gave the students background knowledge about picture sequence.

5. Teacher gives the students example of picture sequence	The teacher gave the students example of picture sequence so that the students understand.
6. Teacher ask the students some question related to the topic	The teacher showed the picture to the students and asked the students some question related the topic.
7. Teacher explain the picture and pronounce vocabulary	The teacher explained the picture and pronounced vocabulary.
8. Teacher ask the students to repeat after teacher	The teacher asked the students to repeat after him in order to correct the students' pronunciation.
9. Teacher ask the students to makes sentence based on picture	The teacher asked the students to making a sentence based on the picture.
10. Teacher ask the students to complete the missing word and retell the story of the picture	The teacher gave assessment to the students to fill a missing word with vocabularies in sentences based on picture sequence and retell the story of the picture.

Source: Steps of Picture Sequence Technique from theory of Allen and Harmaini

Based on the data above, firstly the teacher prepared material in advanced. The teacher started the class by greeting the students and checked the students' attendance and built good relationship or made small talk with students before starting the lesson. After that, the teacher introduced the new material about picture sequence and technique that would be taught. The teacher related it in the topic about daily activity. The lesson started with the teacher gives the students background knowledge about the picture sequence and the teacher asked some question to the students about daily

activities. And then the students gave some vocabularies about it. After that, the teacher read what were on the whiteboard and then the students repeated after the teacher.

Secondly, in this session the teacher showed picture sequence about daily activities. And then the teacher asked to the students to mention what were those pictures. After that the teacher asked the students to arrange those pictures on the whiteboard. So, the teacher explained what a picture sequence and gave an example in a sentence used vocabulary based on the picture. Finally, the teacher gave assessment to the students to fill a missing word with a vocabularies in sentences based on picture sequence about daily activity have been taught and retell the story of the picture.

2. The second meeting

The observation in the second meeting was almost the same as the first meeting but the tittle was different. The explanation of the applicant of those ten steps according to two procedures of Allen and Harmaini could be seen it the table below:

Table 3
The Application of the Ten Steps of Teaching Vocabulary
Through Picture Sequence

Steps	Notes
The application of the ten steps of teaching vocabulary through picture sequence 1. Teacher greets the students	The teacher greeted the whole

	class. As the muslim it is obligation to greet each other the teacher as the aducator has to help them in building character.
2. Teacher checks student's attendance	When the teacher entered the class he always checked the attendance list.
3. Teacher introduce the new topic	Before teaching and learning began the teacher introduced the new topic about how to make something.
4. Teacher gives the students background knowledge about picture sequence	Before entered to material, the teacher gave the students background knowledge about picture sequence and the teacher gave an explanation about the material will be taught.
5. Teacher gives the students example of picture sequence	The teacher gave the students example of picture sequence and the teacher asked the students to mention some vocabulary.
6. Teacher ask the students some question related to the topic	The teacher showed the picture to the students and asked the students some question related the topic.
7. Teacher explain the picture and pronounce vocabulary	The teacher read what were on the whiteboard and asked the students to repeat after him.
8. Teacher ask the students to repeat after teacher	The teacher asked the students to repeat after him in order to correct the students' pronunciation.

9. Teacher ask the students to makes sentence based on picture	The teacher asked the students to making a sentence based on the picture.
10. Teacher gives assessment to the students	The teacher gave assessment to the students to arrange the sentences into a good paragraph based on picture sequence.

Source: Steps of Picture Sequence Technique from theory of Allen and Harmaini

Based on the table above, firstly the teacher entered the class, all students stand up and pray and then greeted to the teacher. So, the teacher asked them about favorite food.

Secondly, in this session, the teacher gave an explanation about the material will be taught, is it about procedure text with a picture sequence under the title fried rice. After that, the teacher asked the students to mention some vocabularies what the ingredients were needed and he wrote on the whiteboard and he also gave some new vocabularies. So, the teacher read what were on the whiteboard and asked the students to repeat after him, and he also teaches how to pronounce those words. Finally, the teacher asked the students to arrange the sentences into a good paragraph based on picture sequence about how to make something have been taught.

b. Interview

To support the data of observation, the researcher also employed interview. The interview was given to the teacher to know him opinion about the process of using picture sequence technique and him obstacles in teaching vocabulary. There were

fifteen questions that the researcher asked to the teacher about the process of teaching vocabulary by using picture sequence technique. There were eight questions reduced, These data were reduce because the data did not answer the formulations of this research that wanted to know the process, teacher's and students' problems in using picture sequence technique. So there were seven questions gathered as the data display. The questions were not reduced were number 2,3,5,6,7,8,9,10,11,13,14 and 15 (see appendix 6).
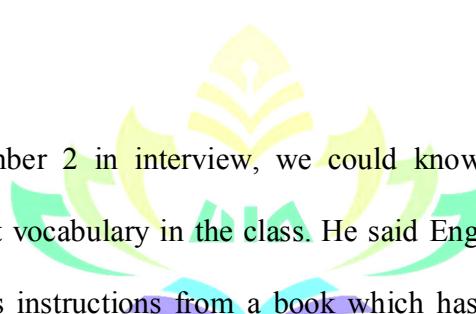
From the question number 2 in interview, we could know the process learning English especially about vocabulary in the class. He said English learning including vocabulary only follows instructions from a book which has been prepared by the school and some of the extra material will be prepared by the teachers. There is no special vocabulary learning in particular. The exercises also follow from exciting book.

From the question number 3 in interview, we could know the process of teaching and learning by using picture sequence technique in the class. He said the process of teaching and learning vocabulary by using picture sequence technique was have not run very well yet because some of the students were not serious and had a lot of jokes with friends.

From the question number 5, we could know the response of students in learning vocabulary by using picture sequence technique. He said the response was quite

good, students were active enough to follow the learning process. Usually XI IPA was quite difficult to be controlled, but when using picture sequence the students turned out to interact and carry out the instruction properly.

From the question number 6 in interview, we could know teacher's opinion about picture sequence technique in learning vocabulary can improve students' skill in aspects of vocabulary. He said yes, learning vocabulary by using picture sequence technique can improve students' skill.

From the question number 7 in interview, we could know the advantages of using picture sequence technique in learning vocabulary in the class. He said can make the students enjoyable to study, so the students can understand the meaning of words.

From the question number 8 in interview, we could know the difficulties faced by the teacher in applying picture sequence technique in class. He said that he had no problem in giving instruction to the students to practice the technique because he had prepared all of the material. However, he said too that he faced difficulties to increase students' diligent characteristic and the available time was not enough for teaching vocabulary by using picture sequence technique because the teacher must show those pictures one by one and must explain it.

In addition, from question number 9 in interview, we could know that the class size affect the learning process by using picture sequence technique. The teacher

explained that students did not pay attention and just chatted with their friends. He felt difficult to manage class and difficult to handle the students' voice.

From question number 10 in interview, we could know the teacher difficult to prepare and explain material of vocabulary by using picture sequence technique. The teacher explained to prepare material requires considerable time and when teacher explaining the material in front of the class some of students did not pay attention.

From the question number 11 in interview, we could know does picture sequence technique make the teacher confused with teaching process on generally while pre-teaching, whilst-teaching and post-teaching. He no, because he have been teaching some years and teach every day, but sometimes he confused to choose strategy in each activity.

Furthermore, from question number 13 in interview, the teacher said when he applied picture sequence technique to teach vocabulary he usually used him own way. However there were some experts who had applied the technique, but the teacher modified the procedure.

The last question in interview displayed was question number 15, we could know that the teacher had taught based on the syllabus. Nevertheless, the students only could master some material that the teacher hoped they could master all. Therefore, the teacher felt demanded with learning purpose that could not be achieved by the students. They had to master a lot of vocabulary, but they did some only.

Based on the data above it can be concluded that, the teacher's problem are as follows:

1. The teacher felt difficulties to manage class

2. The teacher taught that he needed much time to do this technique

3. The teacher had difficulties in increasing students' diligent characteristic

c. Questionnaire

The questionnaire was made to support the data from observation and the interview, the questionnaire consisted of eight questions (see appendix 5). Through this instrument the researcher could identified the students' problems.
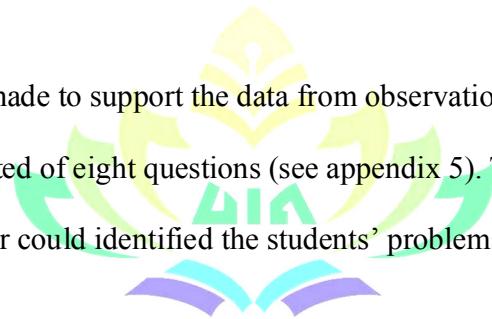
Table 4
The Data of Questionnaire

Number of Questions	Number of Students Answer		Percentage	
	Yes	No	Yes	No
1.	35	6	66%	34%
2.	31	10	60%	40%
3.	34	7	65%	35%
4.	10	31	40%	60%
5.	7	34	35%	65%
6.	38	3	72%	28%
7.	6	35	30%	70%
8.	39	2	80%	20%

Source: Recapitulation of students' answer sheet from questionnaire

Based on the data number one 66% of the students stated that they like learning vocabulary by using picture sequence technique. There were 34% students stated that

they were unhappy with picture sequence technique in learning vocabulary in the class. It means that few of the students were interested in picture sequence technique.

From the data number two 60% the students stated that they could improve the mastery of vocabulary by using picture sequence technique in teaching learning process. There were 40% students stated that they could not improve the mastery of vocabulary by using picture sequence technique in teaching and learning process. It could be concluded that there were more students (60%) who could improve their vocabulary mastery by using picture sequence technique in teaching learning process.
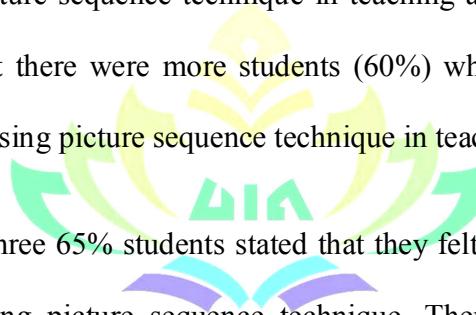
From the data number three 65% students stated that they felt difficult to master the vocabulary material using picture sequence technique. There were 35% students stated that there was no problem in mastering and practice the vocabulary material using picture sequence technique, it means that more than some of the students had problem in mastering and practice the vocabulary material.

From the data number four 40% students stated that the teacher could explain the material vocabulary using picture sequence technique clearly and easily to understand. There 60% students stated that the teachers could not explained the material vocabulary using picture sequence technique with clearly and easy to understand. It means that half of the students stated the teachers cannot explain the material of vocabulary.

From the data number five 35% students stated that they could get material vocabulary about meaning or definition, pronunciation, and spelling. There were 65% students stated that they could not get material vocabulary about meaning or definition, pronunciation, and spelling. It means that half of the students could not understand material of vocabulary.

From the data number six 72% students stated that they thought that learning vocabulary was mastering word in English and knowing the meaning in Indonesian. There were 28% students stated that they did not think so. It can be concluded that most of the students thought about learning vocabulary was mastering word in English and knowing as meaning in Indonesian.

From the data number seven 30% students stated that they increased vocabulary mastery not only from English textbook and teachers. There were 70% students stated that they did increase their vocabulary mastery not only from English textbook and just teacher. It means that most of the students couldn't increase vocabulary mastery.

From the data number eight 80% students stated that they were find difficulties to express their idea/opinion use picture sequence technique. There were 20% students stated that there was no problem to express their idea/opinion.

Based on the data above it can be concluded that, the students' problems are as follows: students considered the teacher's explanation for meaning or definition, pronunciation, spelling and grammatical function were boring, because the students

have limited of vocabulary so the students do not understand teacher's explanation. Students only think of vocabulary learning as knowing the primary meaning of new words. Students usually only acquire new vocabulary through new words in their textbooks or when given by teachers during classroom lessons, students had difficulty to see these picture clearly and the students hard to express their ideas and opinions in accordance with the sequence images.

3. Conclusion Drawing/Verification

Conclusion drawing/verification is the third component or level in model of qualitative data analysis of Miles and Huberman theory. In this part, the data explained in data display were going to be discussed deeply in order to make a finding of the research. In this part, the discussion and findings were divided into three parts: the process, the teacher's problem, and the students' problems in teaching and learning vocabulary by using picture sequence technique.

a. The Process of Teaching Vocabulary by using Picture Sequence Technique

Teaching and learning process was done in three meeting in XI IPA class. The researcher employed an observation, interview and questionnaire to know the process during teaching vocabulary by using picture sequence technique. Observing teaching by using picture sequence technique was done. In the meetings the teacher ran steps based on the construct of Allen, at all and Harmaini.

It can be concluded that teaching vocabulary by using picture sequence technique was the same procedure in Allen's theory, at all and Harmaini (see on page 34).

b. The Teacher Problem in Teaching Vocabulary by Using Picture Sequence Technique

The teacher could run the entire steps in teaching vocabulary. It means that the teacher was competent but he still had difficulties in teaching vocabulary by picture sequence technique. According to the Thronbury, there are three problems that may appear to teacher in teaching vocabulary, they are: a. Class management b. The motivation of the students c. Student's laziness.[72] In addition Johnson and Gerlach stated that teacher's problems in teaching vocabulary through picture sequence. They are, takes a lot of time, many students are passive, teachers are concerned that there will be chaos in class, difficult to find teaching material (picture sequence) and it takes costs much to provide attractive pictures, and teachers need extra energy to be able to guide the students one by one, small and unclear pictures may arouse problems in the teaching learning process since the students may misunderstand about the pictures.[73]

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[72] Scoot Thornbury, *How to Teach Vocabulary,* (London: Pearson Education Limited,2002), p. 75-77

[73] Vernon,S,Gerlach and Donald P.Emily, *Teaching and Media a Systematic Approach 2nd* (New Jersey: Prentice Hall),1980,p.277

Based on the result of interview and observation could be concluded that the problems faced by English teacher, they are:

1. The teacher felt difficulties to manage class

   It was shown by some students who did not pay attention and made noisy by themselves such chatting with other friends. The teacher sometimes had difficulties to manage class.

2. The teacher taught that he needed much time to do this technique

   The teacher taught that he needed much time to do this technique. It occurred because the teacher must show those pictures one by one and must explain it.

3. The teacher had difficulties in increasing students' diligent characteristic

   Student's laziness was one of the complex problems faced by the teacher, because this problem came from students characteristics. So, the teacher could not impose the students to be diligent directly. The teacher had to find the problem solve that could make the students became diligent by them self.

c. Students' Problem in Learning Vocabulary by Using Picture Sequence Technique

The researcher employed a questionnaire to know the student's problem in learning vocabulary by using picture sequence technique. According to Azwani, that there are some problems in learning vocabulary, they are:

1. The students considered the teacher's explanation boring because the students have limited of vocabulary so the students do not understand teacher's explanation.

2. The students only think of vocabulary learning as knowing the primary meaning of new words,

3. Students usually only acquire new vocabulary through new words in their textbooks or when given by teachers during classroom lessons,

4. Many learners do not want to take risks in applying what they have learnt. Students may recognize a word in a written or spoken form and think that they already "know the word", but they may not be able to use that word properly in different context.[74]

In addition, Simon Fuller and Bowen stated students' problems in teaching vocabulary through picture sequence. They are: the students' difficult to understand of teacher's instruction, the students sometimes feel bored, the students are not able to express their ideas, their opinions or ideas in accordance with the sequence images, students' difficult to focus when doing the picture sequence too often and the students may not truly be learning.[75]

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[74] Azwani,*Method of Teaching Vocabulary*, (Jombang, A Research Paper,2010),p.30
[75] Simon Fuller,http://ml.scribd.com/doc/71039586/Meningkatkan-Kemampuan-Menulis-Narasi-Melalui-Gambar-Berseri, Accessed January 15th, 2017

Based on result of questionnaire answered by the students, the problems that related to with the theory stated by Azwani, Simon Fuller and Bowen could be concluded that the problems faced by students, they are: were lack of the students considered the teacher's explanation boring, and they think of vocabulary learning as knowing the primary meaning of new words that are gotten only from textbooks or from the teacher, so it was difficult for them to use the words based on the appropriate context, students had difficulty to saw these picture clearly and the students hard to express their ideas and opinions in accordance with the sequence images. Most of the problems faced by the students in learning vocabulary by using picture sequence technique were happened.
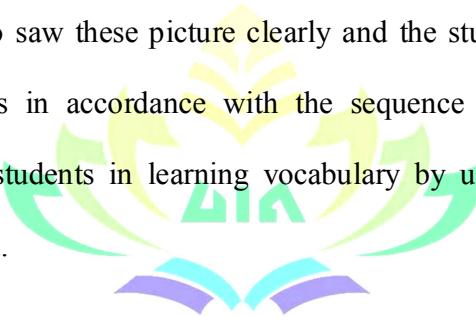
C. Discussion of Findings

In this part, the researcher would like to discuss about the findings of the process of teaching and learning vocabulary by using picture sequence technique as the first formulation of the problem this research. Beside the process of teaching and learning the researcher discussed the teacher's problem in teaching vocabulary by using picture sequence technique as the second formulation of the problem and the students' problem in learning vocabulary by using picture sequence technique as the third formulation of the problem. This research was produced by the participants of the research, they were the English teacher and the students of XI IPA class of MA Al- Hikmah Bandar Lampung in the second semester in academic year 2016/2017 that had been observed.

The researcher employed an observation to know how the process of teaching and learning vocabulary by using picture sequence. The researcher was conducted in three times including observing the teaching and learning process, interviewing English teacher and giving questionnaire to the students in order to know the problems faced by them.

In this research, the research observed the teaching and learning vocabulary by using picture sequence technique process that was done by the teacher in three meetings. Based on the notes which were taken by the researcher, the teacher started the lesson activity by greeting the whole class, which is the culture of Muslim. Then the teacher checked the students' attendance and built good relationship or made small talk with students before starting the lesson.

After that, the teacher introduced the new material about picture sequence and technique that would be taught. The teacher related it in the topic about daily activity. The lesson started with the teacher gives the students background knowledge about the picture sequence and the teacher asked some question to the students about daily activities. And then the students gave some vocabularies about it. After that, the teacher read what were on the whiteboard and then the students repeated after the teacher.

Secondly, in this session the teacher showed picture sequence about daily activities. And then the teacher asked to the students to mention what were those pictures. The

next activities the teacher asked the students to arrange those pictures on the whiteboard. So, the teacher explained what a picture sequence and gave an example in a sentence used vocabulary based on the picture.

After that, the teacher gave assessment to the students to fill a missing word with a vocabularies in sentences based on picture sequence about daily activity have been taught and retell the story of the picture.

From the data gained through observation. The researcher assumed that the teaching and learning process especially vocabulary by using picture sequence technique did not running well because there were many problems faced by the teacher and the students. It did not give the big influence for teaching and learning process.

The teacher could run the entire steps in teaching vocabulary. It means that the teacher was competent but he still had difficulties in teaching vocabulary by picture sequence technique. It is supported by Thornburry, that there are three problems that may appear to teacher in teaching vocabulary, they are: a. Class management b. The motivation of the students c. Student's laziness.[76]

In addition Johnson and Gerlach stated that teacher's problems in teaching vocabulary through picture sequence. They are, takes a lot of time, many students are passive, teachers are concerned that there will be chaos in class, difficult to find teaching material (picture sequence) and it takes costs much to provide attractive

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[76] Scoot Thornbury, *How to Teach Vocabulary,* (London: Pearson Education Limited,2002), p. 75-77

pictures, and teachers need extra energy to be able to guide the students one by one, small and unclear pictures may arouse problems in the teaching learning process since the students may misunderstand about the pictures.[77] All the steps has been applied but it is not running well because teacher still find problem that explain above.

Based on the result of interview and observation could be concluded that the problems faced by English teacher, they are:

1. The teacher felt difficulties to manage class

    It was shown by some students who did not pay attention and made noisy by themselves such chatting with other friends. The teacher sometimes had difficulties to manage class.

2. Used of the picture sequence technique takes a lot of time

    The teacher taught that he needed much time to do this technique. It occurred because the teacher must show those pictures one by one and must explain it.

3. The teacher had difficulties in increasing students' diligent characteristic

    Student's laziness was one of the complex problems faced by the teacher, because this problem came from students characteristics. So, the teacher could not impose the students to be diligent directly. The teacher had to find the problem solve that could make the students became diligent by their self.

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[77] Vernon,S,Gerlach and Donald P.Emily, *Teaching and Media a Systematic Approach 2nd* (New Jersey: Prentice Hall),1980,p.277

The researcher employed a questionnaire to know the student's problem in learning vocabulary by using picture sequence technique. According to Azwani, that there are some problems in learning vocabulary, the students considered the teacher's explanation boring because the students have limited of vocabulary so the students do not understand teacher's explanation., and they thought of vocabulary learning as knowing the primary meaning of new words that are gotten only from textbooks or from the teacher, so it was difficult for them to use the words based on the appropriate context, in addition students had difficulty to see these picture clearly and the students hard to express their ideas and opinions in accordance with the sequence images.[78]

After the researcher has analyzed and found the finding of the research, the researcher tried to give questionnaire of the research to the teaching learning vocabulary for better way. In addition, Allah has explained in the Al- Qur'an surah Al-Baqarah: 31 that "And He taught Adam 'the names' of all things: then He placed them before the angels and said: "Tell me 'the names' of these if ye are right".[79] It can be concluded that language learning can started with learning of vocabulary. Learning vocabulary will be able to develop a vocabulary of students especially English. Mastering English vocabulary either oral or writing will develop English skills in the others.

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[78]*Ibid*,p.30

[79]Abdullah Yusuf Ali. *The Holy Qur'an Text and Translation*.(Millat Book Centre: New Delhi.2006),p.8

Learning vocabulary should be supported by a good media and books. It provides learners a good encouraging and become positive about their own learning. Moreover, picture sequence technique that had been applied by some teachers is one of the ways that can be used in learning vocabulary because picture sequence can develop the students' vocabulary mastery, exercise their pronunciation, spelling and so on even though either teacher and students still faced some problems when they apply this technique. Therefore, actually the teacher can be suggested to apply this technique based on experts, so the good result of the using of this technique can give good impact to the students' ability in learning vocabulary.
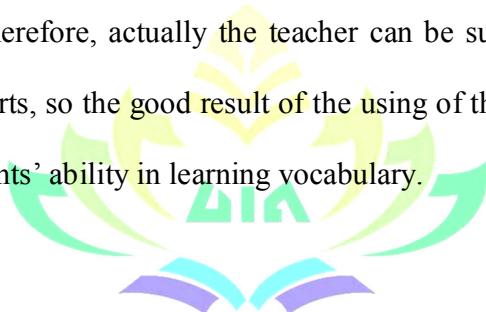
CHAPTER V

CONCLUSION AND SUGGESTION

After collecting data and analyzing the result of the research, the researcher draw some conclusion and suggestion in teaching and learning vocabulary by using picture sequence technique.

A. Conclusion

Based on the data analysis, it can be concluded that:

1. The process of teaching and learning vocabulary by picture sequence technique was not running well. Although the teacher applied all the steps of teaching and learning vocabulary by using picture sequence technique. The classroom atmosphere in teaching and learning vocabulary by using picture sequence technique was noisy because they were busy with their own activity like chatting and having noisy , so the teacher of difficulties to manage class. It caused some of the students were not serious and having noisy.

2. The teacher's problem in teaching and learning vocabulary by using picture sequence techniques were difficulties to calm and control the classes because some students were quite noisy because they were busy with their own activity like chatting and having noisy, the teacher taught that he needed much time to do this technique. It occurred because the teacher must show those pictures one by one and must explain it, and student's laziness was one of the complex problems faced by the teacher, because this problem came from

students characteristics. So, the teacher could not impose the students to be diligent directly. The teacher had to find the problem solve that could make the students became diligent by their self.

3. The students' problem in learning vocabulary by using picture sequence technique were the students considered the teacher's explanation boring because the students have limited of vocabulary so the students do not understand teacher's explanation, and the students thought vocabulary learning as knowing the primary meaning of new words that are gotten only from textbooks or from the teacher, so it is difficulties for them to use the words based on appropriate context, students had difficulty to see these picture clearly and the last students hard to express their ideas and opinion in accordance with the sequence images, most of the problem faced by students in learning vocabulary happened.

B. Suggestion

Considering the result of the research, the researcher would like to give some suggestions:

1. For the teacher

   a. The teacher should give more chances to the students to be more active that they able to do those activities by themselves.

   b. The teacher should be creative in teaching technique to make students interaction in the classroom. This can be conducted by teaching

vocabulary through game and add together with other media and technique such as a song, discussion, etc.

2. For the students

   a. The students should learn and be more seriously in learning English in order to develop their English, especially vocabulary.

   b. The students should be more creative to look for the way to learn English easier at school and have a good motivation in learning and try to practice day by day with friends at school and out of the school.

3. For the school
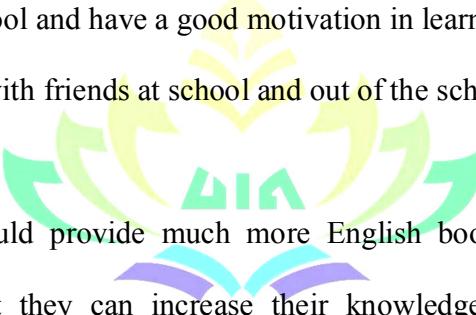
   The school should provide much more English book to be read by the students so that they can increase their knowledge in learning English especially vocabulary.

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