

I. INTRODUCTION

This chapter consist of background of the problem, formulation of the problem, objective of the research, uses of the research, scope of the research, and definition of terms, as follows:

1.1 Background of the Problem

Language is a media for communication in daily life. Each person uses a certain language in order to communicate with other people in his environment, whether there is in his family or community. Without language, people found some difficulties in communication and it causes the activity in social environment was disturbed. It was supported by Halliday (1993) who states that it is no small thing, through language, we learn how to “mean things” and how to share all of those meanings with others.

There are two types of communication; oral and written communication. Oral communication consists of listening and speaking, while written communication is representation of oral communication and consist of writing and reading.

Oral or written communication cannot be constructed without vocabulary, because vocabulary is a main item in arranging a sentence in order to make the language of its sentence be meaningful and understandable. It is supported by Wilkins (1983)

that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

Elsjelyn (2010) states that vocabulary is an important component in English (language). In the other word, vocabulary is the core of the language itself. When a person learns a language, she or he learns vocabulary directly. By mastering enough vocabulary, there will be no difficulty in communication.

There are many factors which influence in mastery English vocabulary. For example, vocabulary is a complex elements of language which consist of noun, verb, adjective, adverb, and conjunction, logically the students of Junior High School are difficult to master English vocabulary quickly, in the other hand the students of Junior High School are supposed to master approximately 600 to 1500 words, but in the reality it is hard to be reached. It was caused by many factors.

According to the researcher's pre observation at SMP Negeri 10 Bandar Lampung, it was found that most of the students of SMP Negeri 10 Bandar Lampung have a problem in mastering English vocabulary. The same problem also found on the researcher's teaching practice program (PPL) at SMP Negeri Satu Atap 1 Merbau Mataram. The problems were caused by several reasons; first, the students were difficult to master English vocabulary because they remember the words only from the lists that they have made and they forgot it soon. Second, the students were not interested in learning English. It caused a wrong opinion from the students that stated English is difficult and tedious subject. Third, the students have low motivation when they learn English.

Deddi (2012) conducts his research on vocabulary achievement. He stated that the students still think that English is a different subject, so that it was very difficult for them to understand the material given by the English teachers. It means, increasing students' vocabulary achievement need a process to make sure that the new words are being permanently in the students' mind. Choosing the right techniques in teaching activity can made the process of learning being interesting .

There are many ways which could be used to develop students' vocabulary achievement (Napa, 1991). Remembering some words is the one way to learn vocabulary but it needs a process. The other ways to learn vocabulary can be in the form of making a note or list of words, or memorizing the words by exercises continually. Among many techniques that can be applied in teaching learning process and increasing students' vocabulary achievement, it was better for English teacher to consider some techniques that used in teaching vocabulary in order to make learning activity to be attractive and effective. Thus, teaching learning vocabulary more useful and enable for the students to reach the target language of vocabulary as much as they can.

From the explanation above, the researcher attempts to use drill for teaching vocabulary, with the aim to find out whether there is significant increase of students' vocabulary achievement. Drill is a technique that prepare the students to master vocabulary by using oral practice repeatedly.

Drill is a part of Audio Lingual Method. Audio Lingual method is a method which was introduced in the United States of America (USA) in 1940s (taken from Setiyadi, 2006:53), which prepares people to master foreign language in short

time emphasizes oral form of language. This research use substitution and cued response drills. The reason is that both of substitution and cued response drills are techniques which can help the students to increase their vocabulary and improve their four basic skills; listening, speaking, writing, and reading.

Substitution drill is a technique that the language learners were required to replace one word with another. They may replace a word of the model sentence with a pronoun, number, or gender, and make some the necessary change (Setiyadi, 2006: 63). The students may to replace the word with the other new words according to the teacher's instructions. This technique enables the students to focus just on the structure of the sentence while learn vocabulary.

Cued response drill is a technique that language learners are provided with a cue before or after question (Setiyadi, 2006: 64). The students might to response the teacher's question after they catch the cue that the teacher meant. This technique makes the students to be active while teaching learning activity on the process, because the students learn to arrange the structure directly to response the teacher's question based on the cue.

Both of the techniques applied in the material at the same time because it can make new variance techniques in teaching and expecting to create the material more interesting, in order to minimize the monotonous ways in learning English vocabulary and the aim is to increase vocabulary achievement. Therefore, in this research, the researcher proposes substitution and cued response drills as the teaching techniques to help the students to increase their vocabulary achievement and to find out whether there was any significant increase of students' vocabulary

achievement before and after being taught by using substitution and cued response drills.

1.2 Formulation of the Problem

Based on the background of problem above, the research question of this research as follows:

Is there any significant increase of student's vocabulary achievement at the first grade of SMP Negeri 10 Bandar Lampung after being taught by using substitution and cued response drills?

1.3 Objective of the Research

Concerning to the problem above, the objective of this research as follows:

To find out whether there is any significant increase of student's vocabulary achievement of the first grade of SMP Negeri 10 Bandar Lampung through substitution and cued response drills as the techniques.

1.4 Uses of the Research

1. Theoretically

The result from this research can be used to contribute useful information to English teachers in teaching vocabulary.

2. Practically

It may be a review for English teacher that Substitution and Cued Response Drills can be used as the alternative way in teaching vocabulary.

1.5 Scope of the Research

This research was conducted at the first grade students of SMP Negeri 10 Bandar Lampung. In this research, the researcher focus on the implementation of substitution and cued response drills as the techniques in teaching learning process and content words related to the kind of occupation as the target language in teaching English vocabulary.

1.6 Definition of Terms

Some terms are defining in order to give basic understanding of the relate variables and concepts. These are the terms stated below:

Vocabulary

A set of words that are part of a specific language which is very important in making the language be meaningful and useful in communication activities.

Drill

An activity which consist of four basic skills; listening, speaking, writing, and reading that do in a regular time with the same continually procedure which prepares somebody to master English orally, quickly, and permanently.

Substitution drill

A technique which replace a words to the other new word according to the teacher's instruction.

Cued Response drill

A technique which the students are provided with a cue before or after the question that given by the teacher.