

I. INTRODUCTION

A. Background of the Problem

Vocabulary is one of language aspects that are presented in the classroom during the process of language teaching. As Wallace (1986) states “vocabulary is the vital element of the language”. The existence of vocabulary has been considered important since it is term that should be acquired to learn four skills namely listening, speaking, reading, and writing. A small number of words can be used effectively to express an enormous number of ideas as in the case with speaking, it is important to get learners be able to make the best use of a small productive vocabulary. An adequate vocabulary is also needed if learners are going to generate, develop, and present ideas in their writing. The process of writing can be a contributor to vocabulary acquisition by making learners grapple with the meaning of words as they write.

Based on the Guidelines of SMP Curriculum of English (KTSP for English), graduates of Junior High School are supported to master vocabulary in order to be able to communicate whether in spoken or written form. The first year students of Junior High School are expected to master 1000 words after finishing their study. But in fact, based on researcher's experience when the researcher is in Junior High School, it seems difficult to be reached since the students often discourage and lose interest when they found that foreign language study is just

like other subject, learning on the book only without any practice. Sometime, the teacher taught vocabulary the same as they teach reading, structure, writing, speaking or listening without using certain method. So it made the students lack of vocabulary. And as the result, they got a difficulty in comprehending the meaning of sentences and to express their idea whether in spoken or written form.

In this research, the researcher chose vocabulary as the topic of this research because vocabulary is an important part of learning a language. Vocabulary is one of the important aspects that should be acquired in learning four language skills. Vocabulary is divided into four types, these are content words, function words, substitute words and distributed words. From these type of English vocabulary, the content words (noun and verb) are taken as the material in English teaching vocabulary since it is appropriate with Junior High School Students.

Besides that, based on Junior High School National Final Examination (Depdiknas, 2006) that vocabulary earned the highest score (4 of 10 points) in speaking and writing test, 40 percent in listening test score, and 30 percent in reading test score.

Based on the researcher`s interview with the English teacher of SMP Negeri 2 Gadingrejo, it was found out that most students of SMP Negeri 2 Gadingrejo at the first year of 2010-2011 can not achieve the curriculum target. Most of the students do not pass the standard score of the school (KKM-that is 60). Their score of MID test is low, the average score is 41, 21. One of the factors caused this achievement is because students were lack of vocabulary so that their understandings about language and how to use it is low.

The researcher assumed that it is also caused of the teacher teaching strategy. In Teaching learning process the teacher should consider the way of teaching in order to get better result of students score. It is the teacher`s responsibility to determine an appropriate way of teaching which is easier and more useful for teaching, so that the students will be interested in learning English. An interesting way in teaching will encourage the students to learn easily.

Beside four skills that should be considered in scoring, one of the terms that also earns in the scoring is vocabulary. Thus, vocabulary teaching that encourages the student`s attention and motivation in learning should be taken into consideration, in order to get better result of students` score.

Furthermore, based on the researcher`s observation at junior high school where the researcher will conduct the research, most of the students especially the first grades at the first semester of class VII have limited vocabulary. The students have problems to understand the reading texts, such as, paragraph, sentences and meaning of words. In speaking class, the students cannot express their idea clearly. When the teacher asks them to do a short conversation about asking and giving information in front of the class, they are confused and cannot tell their idea clearly. All of these were because the students were lack of vocabulary since vocabulary is one of important language aspects.

In addition, the students also think that English is a very difficult and boring subject. They have low motivation in learning English vocabulary. So they do not have adequate vocabulary. The researcher also notes that the lack of students` vocabulary is also caused by the lack of strategy to encourage their attention and

motivation to study. Sometime the teacher asks the students to memorize the list of vocabulary without training them well in developing their vocabularies. So they are bored in learning English.

Based on the research result of Jayanti (2006:47) stated that in memorizing word list, the students cannot remember the word immediately, but need a process, perhaps, after remembering words from list of words students are able to remember them, but the words stay in the students mind just for a while. It is because learning word list does not pass through some steps or strategies that make the meaning of the words will stick in students mind.

Based on the explanation above, the researcher wanted to apply direct method in teaching vocabulary. Direct method is a way of teaching a foreign language insists that only the target language should be used in the class and meaning should be communicated directly. This method employs realias, pictures, and pantomimes as teaching media. Teaching English vocabulary through Direct Method will make the students able to learn directly because in Direct Method Vocabulary is acquired more directly than memorizing words list. The researcher conducted the research at SMP Negeri 2 Gadingrejo since the research about it has not conducted there yet.

B. Formulation of the Problem

Referring to the background above, the problem of the research is as follows:

Is there any significant increase of student's vocabulary achievement of the first grade of SMP Negeri 2 Gadingrejo after being taught through direct method?

C. Objective of the Research

Concerning to the problem above, the objective of this research is to find out whether:

To find out whether there is any significant increase of student's vocabulary achievement of the first grade of SMP Negeri 2 Gadingrejo after being taught through direct method.

D. Significances of the Research

The significances of this research are:

1. Practically, the result of this research can be used by English teacher as information in order to select suitable technique or method in teaching vocabulary in junior high school.
2. Theoretically, as the information whether the result of this research is relevant or not to the theory. Moreover it can be used to verify the previous theories dealing with the theories in this research and also as a reference for further research.

E. Scope of the research

This research is about the teaching English vocabulary of occupation related to content words (noun and verb) through direct method. This research was conducted at the first grade of SMP Negeri2 Gadingrejo. In this research, the researcher focused on the implementation of direct method as a technique in teaching vocabulary. The researcher employed realia, picture and pantomime as teaching media. The materials were based on the 2006 curriculum of English for Junior High School. There were three time treatments in this research. This focus on vocabulary of occupation related to content words (noun and verb).

F. Definition of Terms

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

1. Vocabulary is a set of words known to a person or entity, or that are part of a specific language which will make the language meaningful.
2. Direct Method is a way of teaching a foreign language insists that only the target language should be used in the class and meaning should be communicated directly by associating speech forms with realia, picture, and pantomime.
3. Vocabulary achievement is students' achievement of vocabulary test in term of score as their basic knowledge.