I. INTRODUCTION

1.1 Background

English is the first foreign language taught in Indonesia. It is not only taught in elementary school, junior high school and senior high school, but also in university level. The objective of the foreign language instruction is to help the students to communicate in English. Learning a language cannot be separated from learning vocabulary. If students are lack of vocabulary, how can they communicate in the target language? It is relevant to what Krashen and Terrel’s (1983: 155) statement that vocabulary is a basic component to communicate. Of course, students’ lack of vocabulary will discourage them to use the target language, either in spoken or written communication.

Vocabulary is one of language aspects that are taught in the classroom during the process of language teaching. Wallace (1988) states that vocabulary is a vital aspect of the language. The existence of vocabulary is considered important since it is a term that should be acquired to express or share ideas to other people effectively.

Vocabulary is very important for students to master the language. When students practice four skills of language; listening, speaking, reading and writing, they use the amount of vocabularies. By having a lot of vocabulary, the students can
express more ideas. As Tarigan (1986: 2) stated that the quantity of one’s language depends on the quality of his or her knowledge of vocabulary. The richer one’s vocabulary is, the more fluent he or she is in using the language. As Rivers (1978: 462) also stated that it would be impossible to learn a language without vocabulary. Besides that, vocabulary earns 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 of Junior High School National Final Examination (Depdiknas, 2009: 11-14). Thus, vocabulary teaching should be taken into account in order to gain better result of the students’ English score.

Based on the curriculum, the students of junior high school should master the vocabulary around 1000-1500 words in order to be able to use English both in spoken and written language. The writer finds that students of junior high school especially in first of SMP Tunas Harapan have very limited vocabulary. Most of them do not understand the text or even cannot do exercise because they do not know the meaning of words. It also happened in speaking; the students are reluctant to speak because of their limited vocabularies. Eventually, they find English as an uninteresting subject. So, it will be very difficult to reach target of Kriteria Ketuntasan Minimal (KKM) of the school for English subject. The target of the learning product is 65 and the average score of mid test is just 47.26. Obviously, it can be seen that the English score is very low, globally the English skills are still far from the target. From the teacher’ experience, it is revealed that most of the students cannot answer the teacher’ question, they keep asking the teacher to translate the question into Bahasa, and they cannot answer it in English.
Besides that, from the observation that has been done in advance, the researcher found that the teacher taught the students in an ordinary way, such as just writing the material from the textbook and doing exercise in the students’ work book without knowing what the function and the meaning. And it is boring for them because it did not give challenge for the students to make their English better. Meanwhile from her interview with the students, she found that the students lack of vocabulary and get difficulty to learn the vocabulary well, the students feel hard to memorize the some certain vocabularies, because they hardly ever practice and use the vocabulary in daily activity and the teacher seems to emphasize only on memorizing the list of vocabulary without training the students well to develop their vocabulary and involving the students in the activity. Therefore, it is necessary for the teacher to focus more on strategy of learning vocabulary that improve the students’ vocabulary achievement, and make the learning interesting for the students.

Vocabulary instruction occurs in a variety of ways in the classroom. Teachers must be prepared to work with students with varied ability levels. In one classroom there will be students with diverse word knowledge backgrounds, learning styles and literacy abilities (Blachowicz et.al, 2005). Blachowicz et.al. (2005: 27) also states that it is up to the teacher to make word learning pervasive, enjoyable, meaningful and effective.

In order to master the vocabulary that will help them when they practice the language, students will need a good or valuable technique which will help them to learn or memorize the vocabulary in easiest way. Teachers should provide the
students with the technique and method that can motivate the students to involve in the activity of learning. As Moore (2000: 25) says that student may want to complete particular assignment principally because it interests or excites them, rather than enables them to achieve a high grade or to please their teachers or parents.

The statement suggests that it is better to motivate the students by giving an interesting and exciting activity. The teachers are highly suggested to employ an appropriate approach and maintain the teaching learning process that builds the students’ awareness on using the knowledge rather than knowing it.

Teachers should work by implementing a true combination of the methods of instruction for vocabulary since there is not one recommended method of instruction. As Allen and Vallete (1997) states that teaching vocabulary can be meaningful if the teacher conduct the teaching process by combining the available techniques of teaching. This condition will make the students understand the word taught easily.

There are many techniques that can be used to learn or master the vocabulary; one of them is Pattern Drills Technique. Pattern Drills Technique is a good technique to make new material more memorable. Pattern Drills Technique is designed to improve memory of key information.

Based on the background stated previously, the researcher focused her classroom action research on teaching vocabulary by using Pattern Drills Technique as a technique in teaching vocabulary. It is hoped that the teaching learning process through Pattern Drills Technique could improve students’ vocabulary.
achievement; the quality teacher’s teaching performance and teaching learning process effectively.

1.2 Formulation of the Problems

In line with the background of the study described in previous pages, the researcher formulates the problem as follow:

1. Can the use of Pattern Drills Technique improve the student’s vocabulary achievement?
2. Can the use of Pattern Drills Technique improve the quality of the teacher’s teaching performance?
3. Can the use of Pattern Drills Technique improve the teaching learning process?

1.3 Objectives of the Research

In relation to the formulation of the problem, the objectives of this classroom action research are:

1. To find out whether the use of Pattern Drills Technique can improve student’s vocabulary achievement in the first grade of SMP Tunas Harapan.
2. To find out whether the use of Pattern Drills Technique can improve the quality of the teacher’s teaching performance.
3. To find out whether the use of Pattern Drills Technique can improve the teaching learning process.
1.4 Uses of the Research

This research is useful both practically and theoretically.

1.4.1 Practically

The writer expects that the result of the research may useful for:

1. The teacher: the teacher can make some variations of teaching vocabulary by using Pattern Drills Technique.
2. The students: the treatment given in the classroom action research can improve the students’ interest and achievement in vocabulary.
3. The school: hopefully, the result of the research can be used as the consideration policy related to the development of teaching English.

1.4.2 Theoretically

The result of this Classroom Action Research supports the theory about the implementation of Pattern Drills Technique in increasing students’ vocabulary achievement.

1.5 Scope of the Research

The classroom action research was conducted to the first year students of SMP Tunas Harapan. The class was class VII consisting of 27 students who got the lowest average score among others classes of first year in the final test. The focus of this study was on teaching vocabulary by using Pattern Drills Technique to improve students’ vocabulary achievement, the quality of the teacher’s teaching performance and teaching learning process. The materials are adopted from 2006 English curriculum of junior high school.
In this research, the researcher held two cycles. The first cycle was done based on the problems of the result then the second cycle was done based on the result of the analysis and reflection of the first cycle. Each cycle consisted of four steps, such as, planning, action, observation and reflection. “Planning” involved the determination of the question that needs to be answered and the strategy to be used in answering it. During the “Action” stage, the practitioner tried out the strategy. The “Observation” stage included recording data on the result of the strategy and also kept a journal on the practitioner’s thoughts and reactions to the entire experience. Finally, during the “Reflection” stage, it concluded that a new cycle could begin.