

I. INTRODUCTION

1.1 Background of the Problem

Language is one of communicative way in our life. Each country has language (mother tongue) as a characteristic of the country. English language is a communicative way or relation language in our world with other countries. It is very important for our life, because country by using English language as the international language. Therefore in Indonesia, English language as a foreign language because in Indonesia there the Mother Language it means is as a characteristic in Indonesia. It means, in our country, Indonesian language as a basic language and as association language. So, English is taught at school as a foreign language. The English is needed as communication strategies in the international scale.

To understand that language the students should master the aspect of English. One of them is vocabulary. Vocabulary is one of basic components in the English language, and also becomes one of basic language in our language. Vocabulary can help the students master the four skills (listening, speaking writing, and reading). If the students have high understanding about vocabulary they have less difficulty and they can communicate well. Vocabulary plays an important role in

understanding a language. It means processing a great number of vocabularies is essential to know and to master a language.

Unfortunately the students of SMP Negeri 11 Bandar Lampung get the vocabulary matter is still low. Even though the students have studied for several years, their mastery of English vocabulary is unsatisfactory. This condition is providing by using the English Test in SMP Negeri 11 Bandar Lampung; it makes students to study hard to get the highest score graduating. It means concerning their integrations skill of English skills, the result of the students test is still below the average score of standard target for SMP based on Suwito as an English teacher the researcher found the problem that occurred in vocabulary student's achievements:

1. Students are getting bored with the theme of the material.
2. Students have difficulties to memorize the words.
3. Students have difficulties in spelling the words.

To improve the students' vocabulary teaching learning process which emphasizes only on memorizing the list of vocabulary without training the students to develop their vocabulary and involving them in the activity can also make them difficult to learn vocabulary. Cedder (1987:136) stated that learning vocabulary is not only a matter of memorizing a number of words, but how to present them in various communications set. It is difficult for the students to keep in mind and reproduce the English words they actually have learnt from a list of

words immediately, but it needs a process, perhaps, after remembering the words from the list of words, students are able to remember them. It is because learning word list does not pass through some step or remembering strategies that make the meaning of target words will stick in student's mind. The lack of student's vocabulary is also caused by the lack of strategy to arouse their attention and motivation to study, so they are bored in learning English.

In the teaching process the teacher can use many techniques, especially for teaching vocabulary. Hadfield (1986:4) denotes that a variety of technique is important in language teaching. By using a variety of technique, the teacher expects that the students were not being bored, so the teaching learning process can be enjoyable.

The developments have new system in the teaching and learning. In the 1994 curriculum the teacher must be a center on teaching and learning, and be active in the process of teaching and learning; it can make the students lazy, and cannot improve their knowledge. Now the developments make the innovation in the system teaching and learning. The teacher must be motivators in the teaching learning and the students must be active and focusing in the teaching and learning. It can make students improve and energy in the teaching and learning process, and it is a reflection of Direct Method technique.

As in principle of Direct Method, the teacher may use the object around the school environment to help the students understand the meaning of sentences

(Freemen, 1986: 22). It states in the Curriculum Basic Competent Strategy in the teaching learning vocabulary process a teacher acts as a motivator who helps the students in developing their language skills. Thus, a teacher should be able to manage the class, choose and create an interesting technique in order to achieve the aims of teaching English, in this case by using Direct Method to help the students master their Vocabulary. Fries in Supriadi (1996) states direct method is a method of teaching a foreign language, through conversation and reading in the language itself. In teaching learning process the direct method is the teaching process without translation, and without the study of formal grammar.

The direct method is usually called by the Natural Approach. The general goal of the direct method is to provide learners with a practically useful knowledge of language. Here the researcher Modified the original Direct Method through group work by using the picture because Modified the Direct Method with picture in small group work with discuss process is an effective in teaching learning process. Especially to teacher should always modified instruction for students with disabilities. Modified Direct Method instruction with pictures for students is the efficient strategy and the corner for successful learner outcomes. Most students with disabilities tend to benefit from types of instructional modification, which is the cornerstone of helping students with disabilities succeed in the classroom. The best way as a teacher modified their lessons is by targeting those aspects of learning that can be difficult for students, such as presentation of the lesson, physical arrangement of the classroom and work assignments.

There are several ways a special teacher can modified a lesson but some of the common ones are; for students who are struggling with verbalizing their thought process, think aloud strategy, placing the students in cooperative groupings and giving praise and feedback immediately are effectively modified. For students with short attention span, a special teacher can accommodate this problem by modified the length of the material. Breaking assignments into shorter tasks can help students struggling with staying on task.

The researcher modified the direct method through group work by using pictures which is usually used in the class to get the target language in teaching learning process. The first word is taught by pointing the objects, or pictures, or by performing action.

The direct method is chosen to improve the students English Vocabulary achievement and to improve the teacher's performance and also to make the teaching learning process interesting. By using the modified direct method in the teaching learning process the students are expected to be interested in learning as they do not feel bored and the material may become easier to be understood. Therefore, this title of research is "The Implementation of Modified Direct Method in Vocabulary Teaching Learning Though Group Work by using picture at the second year of SMP 11 Bandar Lampung".

1.2 Formulation of the Problem

In reference to the background above, the problem can be formulated as follows:

Is there any difference increase of students vocabulary achievement taught through group work by using the original Direct Method and through group work by using Modified Direct Method with pictures?

1.3 Objective of the Research

The objectives of the research are:

To find out whether Modified Direct Method can be used to have better improvement in the student's vocabulary achievement in teaching learning than original Direct Method.

1.4 Uses of The Research

The Uses of the research are:

1. As an input that Modified Direct Method can be used and improve the student's Vocabulary achievement.
2. As a reflection of the students and teachers performance in the teaching learning process.

1.5 Scope of The Research

This research is about finding difference increase of the student's vocabulary through group work. It was conducted at second grade, especially class VIII E of SMP Negeri 11 Bandar Lampung. There was being three treatments. The material taught was based on the student's handbook for grade VIII of junior high School. It is about 45 words related to content words (nouns, words, and adjective). It was focused on teaching English Vocabulary of Sport. The material was concerned with the kinds of sport, sport equipments and the sportsmen as stated in Curriculum Basic Competent Strategy. Then a pretest and posttest was administered to find out the student's achievement in teaching learning process by use modified Direct Method with pictures technique.

