

ABSTRACT

IMPROVING STUDENTS' VOCABULARY THROUGH PATTERN DRILLS TECHNIQUE AT THE FIRST YEAR OF SMP TUNAS HARAPAN BANDAR LAMPUNG

By

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The objectives of this research were to find out whether Pattern Drills technique :

1. is applicable to improve the students' vocabulary achievement especially in noun, verb and adjective;
2. to increase the quality of the teacher's teaching performance;
3. to increase the students' participation during the teaching learning process.

The research was conducted at SMP Tunas Harapan Bandar Lampung to the students of first grade in academic year 2011/2012 which consisted of 27 students.

This classroom action research was conducted in two cycles. Each cycle consisted of planning, action, observation and interpretation, analysis and reflection. The researcher used indicators dealing with the learning product which covered the students' score and learning process which covered the students' participation during the teaching learning process and the teacher's teaching performance. The result should that the students' score reached 65, the score for teacher's teaching performance should 80 and 80% for the students' participation. To collect the data of the learning process and learning product, the writer used vocabulary test and observation as the instruments.

Based on the students' test it can be seen in cycle I, only 13 students (48%) could get the score of ≥ 65 . Meanwhile, after cycle 2 had been conducted, 26 students (96%) passed the KKM (Kriteria Ketuntasan Minimal). For the learning process, the students activities improved, from the cycle I, 17 students (63%) do $\geq 80\%$ and in cycle 2, 26 students (96%) do $\geq 80\%$. Meanwhile, for the teacher's teaching performance, the teacher got score of 62 in cycle I, and then she got 89 in cycle 2. Referring to the result of the research above, it could be concluded that Pattern Drills technique was applicable to improve the students' vocabulary mastery, the students' participation during the teaching learning process and teacher's teaching performance.