

INCREASING STUDENTS' VOCABULARY ACHIEVEMENT BY USING SUBSTITUTION AND CUED RESPONSE DRILLS

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Abstrak: Tujuan penelitian ini adalah untuk menemukan apakah ada peningkatan pencapaian kosakata siswa setelah diajar menggunakan teknik *substitution and cued response drills*. Subjek dalam penelitian ini adalah siswa SMP Negeri 10 Bandar Lampung, kelas VIIC terdiri dari 38 siswa. Data diperoleh dari nilai pretest-posttest dan dianalisis dengan menggunakan t-test melalui SPSS versi 17.0. Hasil analisis data menunjukkan bahwa nilai rata-rata pretest siswa adalah 58.42 sedangkan nilai rata-rata posttest adalah 80.98. Nilai signifikan ($p=0.000$, $p<0.005$), nilai t 12.536. Ini menunjukkan bahwa hipotesis diterima. Berdasarkan data analisis dapat disimpulkan bahwa ada peningkatan pencapaian dalam pemahaman membaca siswa setelah diajarkan dengan menggunakan teknik *substitution and cued response drills*.

Abstract: The aim of this research is to find out whether there is an increase of students' vocabulary achievement after being taught using substitution and cued response drills technique. The subjects of this reseach were the first grade students of SMP Negeri 10 Bandar Lampung, VIIC, consisted 38 students. The data were collected by using pretest-posttest design and analyzed using Repeated Measure t-test with Statistical Package for Social Sciences (SPSS) version 17.0. The result shows that the students' mean score of pretest is 58.42 while the mean score of posttest is 80.98. The significant value (2 tailed) was ($p=0.000$, $p<0.005$), t-value was 12.536. It showed that hypothesis was accepted. It is concluded that there is an increase of students' vocabulary achievement after being taught using substitution and cued response drills.

Keywords: content words, students' achievement, substitution and cued response drills.

INTRODUCTION

Language is a means of communication in daily life. There are two types of communication; oral and written communication. Oral communication consists of listening and speaking, while written is representation of oral communication and it consists 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) who points out that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

Vocabulary is an important component in English (language) (Elsjelyn: 2010). In the other words, vocabulary is the core of the language itself. When a person learns a language, she or he learns vocabulary directly. By mastering enough vocabulary, a person may not get difficulty to communicate the messages.

According to the researcher's interview with the English teacher of SMP Negeri 10 Bandar Lampung, it was found that most of the students of SMP Negeri 10 Bandar Lampung had some problems in mastering English vocabulary. 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.

Murcia (1987:253) says that students often claim that their primary problem in acquiring English is lack of vocabulary. A great number of vocabularies that is mastered by the students helped them to communicate with others, in oral or written form. Vocabulary is defined as a stock of words used by the people, a particular class or people or even a person (Wallace, 1986: 30).

Vocabulary includes nouns, verbs, adjectives, and adverbs (include into content words). Content words are forms of vocabulary that always be found in our daily communication. Novita (2011: 11) states that content words are often used in communication. Content words consist of noun, verb, adjective, and adverb. Vocabulary is not strange anymore, it is an enjoy thing in learning if the students know about the classification of the words. Concerning to the problems from the students that were getting difficulty in mastering vocabulary, the researcher focused on content words in order to help them in increasing their vocabulary achievement.

There are many ways which can be used to develop students' vocabulary achievement (Napa, 1991). Remembering some words is the one way to learn vocabulary. 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 is better for English teacher to consider some techniques that used in teaching vocabulary in order to make learning activity to be attractive and effective.

Considering the explanation above, the researcher was interested in using drill as a technique in teaching English vocabulary. Drill is part of Audio Lingual Method. Audio lingual method is one method that prepares the students to master foreign language in a short time and drilling is a central technique in this method. Drill was categorized into several part. Setiyadi (2006) mentions several classification of drill, i.e. repetition drill, substitution drill, transformation drill, replacement drill, response drill, cued response drill, rejoinder drill, restatement, completion drill, expansion drill, contraction drill, integration drill, translation drill.

In this research, substitution and cued response drills were applied on teaching English vocabulary. In applying substitution drill, the students are required to replace one word with another, they may replace a word of the model sentence with pronoun, number, or gender and make some the necessary change (Setiyadi, 2006:63). In this drill, the students follow the teachers' instruction. For example, the teacher substitutes the noun from "*she*" to "*Mary*" so the students must repeat the same statement but with the new noun "*Mary*". It is different procedure in using cued response drill, the students are provided with a cue before or after the question (Setiyadi, 2006:64). The teacher is giving a question then she or he gives the students a cue to answer, but in the cued response drill the cue can be given before or after the question. Then, the student response it based on the teacher's instruction or cue.

Based on the examples of each technique above, the researcher used both of the techniques in teaching English vocabulary. Those techniques applied in

combination in every meeting with the aim to make the students more active in language learning, especially in learning English vocabulary.

In the relation to the reasons above, the researcher conducted her research at first grade students of SMP Negeri 10 Bandar Lampung with the aim to find out whether there is an significant increase of students' vocabulary achievement after being taught by using substitution and cued response drills.

METHOD

This research is a quantitative study. Hatch and Farhady (1982) state that quantitative is a kind of research in which the data used tend to use statistics as measurement in deciding the conclusion. The design of this research is *one group pretest posttest design*. The design of the research was presented by Hatch and Farhady as follow: T1 X T2 where T1 (Pre Test), X (Treatment), and T2 (Post Test). The subject of this research was the first grade students of SMP Negeri 10 Bandar Lampung. One class was selected randomly through simple random probably sampling by using lottery (Setiyadi, 2006:39).

The students' vocabulary achievement was obtained by using vocabulary test in form of multiple choice. The vocabulary tests were pre test and post test. The aim of pre test was to know the students' vocabulary mastery before treatments. Then, the purpose of the post test was to measure the result of the students' vocabulary achievement after treatments. The instrument was objective test in the form of multiple choice, while the total items of pre test and post test were 40 and each items had four options that were : a, b, c and d.

RESULT AND DISCUSSION

The researcher used substitution and cued response drills technique to find out the increasing of students' vocabulary achievement. In this research, at the beginning of the activity, try out was conducted. The try out class was chosen randomly to analyze the reliability, level of difficulty, and discrimination power to achieve a good instrument for this research. The purpose of try out is to measure the properness and the quality of its test. The number of the try out was 50 items in the form of multiple choices which contained four options (A, B, C, and D). The result of the try out is, the researcher got 8 items were poor because the discrimination of them were 0.00 – 0.19, 2 items were bad because the discrimination both of items were negative, 32 items were satisfactory (0.20 – 0.39), and 8 items were good (0.40 – 0.69). Finally, the researcher took 40 item numbers were administered in pre test and post test.

The pre test was administrated to investigate the vocabulary achievement before being given treatments by the researcher. Based on the result of pre test, it can be described that the highest score was 80 and the lowest was 32.5. There is one student who got 13 correct answers and one student who got 32 correct answers. The mean of the pre test is 23.37 with the percentage is 58.42%. According to the result of the pre-test, the researcher found the total of pre test score was 2220.

Then, the post test was administrated to see whether there was an increasing of students' vocabulary achievement after being taught by using substitution and cued response drills. The result of post test shows that the lowest correct answer is in 22 and the highest is in 40. There is one student who got 22 correct answers and

two students who got 40 correct answers. The mean of the post test is 32.47 with the percentage is 80.98% with the total post-test score was 3077.5.

The results of test indicate that the increase of students vocabulary achievement before and after given treatments was significant. It can be seen from the increase of the mean of correct answers from both of the test. There are from 23.37 up to 32.47. It meant that the increase was 9.02.

The description of the result of pre test and post test per element (noun, verb, adjective, and adverb). Noun, the mean of correct answer of pre test was 20.63 and post test was 32.36, it meant that the increase was 11.73. The other specifics information of the increase of noun can be seen from the mean of wrong answers from pre test 17.36 and post test 5.63. Verb, the mean increase of total students who can answer the test correctly was 9.14. It can be seen from the calculation of each test, pre test and post test. Adjectives, the mean of correct answer in pre test was 25.63 and in post test was 33.18 and it meant that the increase of the mean correct answer from pre test to post test was 7.55 points. The last aspect of content words is adverb where the mean of correct answer of adverbs in pre test was 21.45 and in post test 27.54.

According to the result of pre test and post test per aspects of content words, it can be concluded that there is an increase among the four aspects. The increase of noun up to 30.87% from the increase of mean of correct answers of noun was 11.73. Seeing from the result of the calculation of the vocabulary aspects' data, it can be concluded that noun got the highest increase, but the total of item numbers in every aspects were different. Nouns were consisted 11 item numbers and verbs

were consisted 7 item numbers. It meant that nouns were increased significantly since the number nouns were more than verb. In the other hand, the total item numbers of the other aspects were similar with noun, 11. Thus, the increase of nouns was significant if it was compared by adjectives and adverbs. The increase mean of adjective was 7.55 with the total percentage was 19.86% of the increase mean of adverb was 6.09 from the mean of correct answer of pre test was 21.45 and post test was 27.54 with the total percentage up to 16.03%. This result was supported by Rodgers (1969) who states that nouns were the easiest to learn and adjectives were next; verbs and adverbs were the most difficult to learn. It proved that nouns were the easy aspect of content words to be learnt.

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair posttest - 1 pretest	22.56579	11.09673	1.80013	18.91838	26.21319	12.536	37	.000

Seeing the result from the table above, the significance two tailed was 0.000 ($p < 0.005$, $p=0.000$) and t-value was higher than t-table, $12.536 > 2.042$ (see appendix 24). It means that the hypothesis (H_1), that was proposed, was accepted and H_0 was rejected.

H_1 was accepted because the researcher applied substitution and cued response drills in every meeting. She introduced the techniques as a new one of the ways in teaching English vocabulary to the students. The procedure of drills are listening,

speaking, reading, and writing. It was supported by Setiyadi (2006:58), a child always begin with hearing what his or her parents speak and he or she tries to speak afterwards and he or she will learn reading and writing later.

In speaking section, the students practiced applying substitution and cued response drills in their dialog activities by their pair in the class. Nissa (2012) states the best way of teaching vocabulary is not teaching the students to memorize but also teaching them to pronounce, to spell, and to use it in context. The students did not practice to use the techniques at once but they have done it for several times. It helped them to memorize and understand the words that they learnt. By drilling the students, it will be easier for them to remember and learn; since the more often English is repeated, the stronger the habit and the greater learning will be achieved (Putra, 2012:4).

According to the explanation above, it can be stated that substitution and cued response drills can be used to increase students' vocabulary achievement. It was supported by Harmer (2004:85) who says that in drill and repeat type methodologies, such as audiolingualism, it would then be customary for learners to repeat the new word, both in chorus and individually, in order to reinforce it in memory. Thus, substitution and cued response drills were appropriate, useful and also applicable in teaching English vocabulary.

Finally, based on the result of pre test, post test and hypothesis testing, it can be concluded that there is any significant increase of students' vocabulary achievement by using substitution and cued response drills especially on four aspects of content words where the four aspects were important in making

language more understandable, it was supported by Fries (1975:38) that vocabulary is the essential of language learning that contains the types of vocabulary that is content words in the form of noun, adjective, verb, and adverb which will make language meaningful.

It can be concluded that the treatments given by the researcher had better impact to the students' vocabulary achievement. In the other words, substitution and cued response drills techniques can be used to increase the students' vocabulary achievement.

CONCLUSION AND SUGGESTION

According to the results of pre test and post test, the researcher concluded that there is any significant increase after doing vocabulary test. It can be seen from the students' correct answer before and after tests. The mean score of correct answer of pretest and posttest were 23.37 and 32.47, the gain of the total score was 9.10 points. The mean of students' pre-test was 58.42 and posttest was 80.98 increase up to 22.56. The result of hypothesis test shows that H_1 was accepted, $\text{sign} < \alpha$, $0.000 < 0.005$ (See table 15) because t-ratio was higher than t-table ($12.536 > 2.042$) and according to the result of item analysis, it was found that noun increased significantly, seen from the mean 20.63 in pretest to 32.36 in posttest, the gain was 11.73 points, but the increase of noun was not followed by verb, it was caused the distribution of item numbers of each aspects of content words were not distributed evenly. Thus, it can be concluded that the increase of noun was caused the item numbers did not spread evenly.

Considering the conclusions above, the researcher proposes several suggestions as follows:

1. To the English teacher

- a. The English teacher needs to pay attention in making a test, especially in spreading the specification item numbers on the test or on the evaluation for the students. The English teacher should make sure that there is no unbalanced numbers of the each aspects that wants to evaluate.
- b. The teacher must have a good preparation (material, media, etc.) before he or she starts their teaching learning activity based on syllabus or curriculum, because the teaching learning objectives could not be reached if the teacher is wrong in choosing the inappropriate material.

2. To other researchers

In this research, the researcher concerns in substitution and cued response drills techniques at first grade of SMP Negeri 10 Bandar Lampung to find out a significant increase of the students' vocabulary achievement in the topic of the kinds of occupation and use pictures as the media. Other researcher may to concern in the same of techniques but on the different level of students classes, for example, second year of junior high school and the material that will be used can be changed into the kinds of flora and fauna, parts of flower, etc.

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