CHAPTER I

INTRODUCTION

This chapter presents six points of the study. They are background of the research, problem of the research, purpose of the research, operational definition of the terms, significances of the research and scope of the research.

1.1 Background of the Research

Language is a primary instrument of communication among human beings in community. Meyer (2009:3) Language is a system of communication. In other words, language is a tool of communication. By using a language people are able to introduce themselves, convey their massages express their ideas in oral and written. Indonesian government includes English as an obligatory subject at secondary school. There are four major language skills that must be taught in the teaching learning of English as a foreign language, namely listening, speaking, reading and writing. Teaching learning process of English language concern on the four skills: listening, speaking, writing and reading. Besides that, there also language components of English, namely structure or grammar, vocabulary, and pronunciation, which are also very important and supporting the students communication ability.

The vocabulary is very important to improve the students' skills in English, it can help the students easy to understand every words. Sometimes the teacher give the words and meaning of words in order the student know whether the meaning

the words. One of the English component taught to the learners is vocabulary because it has primary role for all language skills such as listening, reading, speaking and writing. Beside that the mastering vocabulary makes good student's performance in all aspect in English language. Vocabulary is an essential one for students as their first step to go on studying English. Vocabulary is important because word carries the content of what we want to say. The more words we know the more we are able to communicate and we can say a lot with words. According to Linse and Nunan (2005:123) state that when vocabulary words are taught before a new activity, the students benefit in two ways, the first is they are able to comprehend the activity and the second is teaching vocabulary words in advance makes it more likely that students will actually acquire the target vocabulary. Actually, when the teacher teach the students' vocabulary the teacher can use many strategies, techniques or method to improve the vocabulary, in order the students feel not bored when they learn.   According to Richards and Rogers (2001:15) state that the different teaching approaches and methods that have emerged in the last 60 or so years, while often having very different characteristics in terms of goals, assumptions about how a second language is learned and preferred teaching techniques, have in common the belief that if language learning is to be improved, it will come about through changes and improvements in teaching methodology. The teachers have to know how to make the condition in teaching and learning process will be interested to students, it can use many kinds of method to improve the students' ability especially in teaching language. Usually the students from Junior High School have already many kinds of vocabulary but sometimes the students feel difficult to understand and remain

it, so in this case the teacher have to know the way how to improve the students'

vocabulary achievement, then to make the students easy to understand the words

and remain the words. According to Cameron (2005:94) state that children

entering secondary education will have varying amount of words, some they have

mastered really well, some only partially learnt and some they have met once or

twice but not remembered. Meanwhile, Thornburry (2002:20) state that most adult

second language learners, however, will be lucky to have acquired 5,000 words

families even after several years of study. It's mean that the students have to

acquire some of words and remain the words. So the teacher should be effort to

make the students easy to understand and remain the words. When we talked

about the process of the student's achievement vocabulary, we have to deal with

the ways to teach vocabulary. In fact, the students often find problems in learning

the words. So it needs more teachers' attention to make the transfer of the

vocabulary process easier to grasp and more fun to learn.

Related with the problem the researcher chose Scramble Words as the

solution of the problem. Scramble Words is different with word square, this

method used cooperative learning. According to Richards and Richardson

(2001:192) state that cooperative learning is an approach to teaching that makes

maximum use cooperative activities involving pairs and small groups of learners

in the classroom. Meanwhile, Olsen and Kagan (1992:8) cooperative learning is

group learning activity organized so that learning is depend on the socially

structured exchanged of information between learners in groups. It means that

cooperative learning to make the students became creatively involved in thinking

about the concept presented in the lesson, and then to make the students more

active and cohesive with the other friends. According to Ariska(2014:2)state that scramble method that is done in groups. So, this method can teach solidarity within the group. The learning model is a means used to achieve the learning objectives. The role model of learning is as a tool for creating the learning process more effective and more meaningful. The model of Scramble become alternative that needs to be applied by teachers at school. The teachers used scramble words to improve the students' vocabulary achievement. The learning model scramble looked like learning model word square, the differences between the answers to questions are not written in the boxes of the answer, but it has been written, but the arrangement is random, so the students in charge of correcting (flipping through letters) the answer to the right answer or correct. According to Dhofarina (2005:1) state that scramble is learning method increase the knowledge and perception about the students' vocabulary. It means that scramble words is like playing words random to make the students creative to arrange the words or arrange the sentences and make the students interested. The teacher can use scramble words to improve vocabulary achievement in teaching and learning process. In order, the students will not difficult to understand the vocabulary, and easy to remain it. Scramble words become good alternatives method to improve the students' vocabulary.

Based on the ideas above, it is clear scramble words have many values in teaching vocabulary. It also makes the teaching and learning process more enjoy and meaningful for students. Based on informal interview with English teacher of SMP Al-Hasan Panti , The English ability of the seventh grade students still low because they are not too interest with English lesson and many students were

passive participated in learning process. So, in this case, the researcher used scramble words to improve the students' vocabulary achievement. Scramble words have never been used in teaching English to the seventh grade students of SMP Al-Hasan Panti.

By considering the explanation above, the researcher is interested in conducting a research entitled*: Improving the students' vocabulary achievement and active participation by using scramble words in seventh grade students at SMP Al-Hasan Panti in the 2015-2016 academic years.*

1.2 Problem of the Research

Based on the background of the research above, the problems of this research is "How the use scramble words improve the students' vocabulary achievement and active participation in seventh grade students at SMP Al-Hasan Panti in the 2015/2016 academic year?"

1.3 The Purpose of the Research

Based on the problem of the research the purpose of this research is to know the use scramble words can improve the students' vocabulary achievement and active participation in seventh grade students at SMP Al-Hasan Panti in the 2015/2016 Academic year.

1.4 Operational Definition of the Terms

Operational definitions of the terms in this study are needs to avoid misunderstanding between the researcher and the readers about concept used in research. The terms that are necessary to defined operationally in this research are scramble words and vocabulary achievement.

1.4.1 Scramble words

The learning model scramble looked like learning model word square. Scramble words different with words square, in words square the answer have already written in boxes of words, then the students looking for kinds of words, until find correct words. Different with scramble words, in scramble words the answers to questions the words are not written in the boxes of the answer, but it has been written, and then arrangement random of words, so the students in charge of correcting (flipping through letters) the answer to the right answer or correct. Scramble words can make the students became creative to arrange the words or arrange the sentences.

1.4.2 Vocabulary Achievement

Vocabulary achievement indicates the level or amount of knowledge and learning activities that the students have got after learning English. The knowledge of vocabulary achievement covers noun, verbs, and adjective. Their vocabulary achievement is indicates by the score of using vocabulary test.

1.5 The Significance of the Research

The result of the study are expected to give some significance contribution both theoretically and practically.

1.5.1 The theoretical Significance

The theoretical result of this research for English teacher is hoped to give description in teaching English especially to improve vocabulary, so that they can use scramble words to improve vocabulary achievement. The students are expected to enrich their vocabulary and remain the words.

1.5.2 The Practical Significance

This research gives the information about the strategy and the method in teaching and learning process, and gives important feed back because this technique must be supported by the materials that make the students are more interested in the classroom activity. This method makes the students more creative to arrange the words or sentences and easy to understand the words, and also the students easy to remain the words. So, the teachers have to give good explanation to the students in order, the students easy to understand the material.

1.6 The Scope of the Research

This classroom action research will investigate the use scramble words to improve the students' vocabulary achievement in seventh grade students at SMP Al-Hasan Panti . The respondent of the research will be limited to the seventh class. In this research, vocabulary is used the teaching material because the students of seventh class still have difficult to remain the words and improve their vocabulary.