

# CHAPTER I

## INTRODUCTION

### 1.1 Research Background

As a means of communication in the world, English has been established as one of the most important foreign languages that students' must be learned at school. Lots of languages are used by people all over the world, one of which is English, therefore English needs to be learned by everyone.

English is taught in all formal education. In junior high school, English is one of the mandatory subjects. In learning English, students must deal with four basic language skills, namely listening, speaking, reading and writing. Learning English should be from the basic, namely vocabulary, because vocabulary is very important and most important in order to good communication.

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition, Schmitt (2000, p. 55) emphasizes that "lexical knowledge is central to communicative competence and to the acquisition of a second language. Nation (2001, p. 232) summarises that a well balanced vocabulary part of a language learning course makes use of both ways of learning vocabulary. How the results of the same learning environment and conditions provides different learning results with different learners, is a question of learner characteristics.

Thornbury (2007, p. 23) says that “learning is remembering” and by knowing how the mind works when learning vocabulary, the teacher is able to provide his students opportunities to boost the vocabulary learning process. Milton’s (2009, p. 250) words: “A combination of good classroom practice and well-directed effort outside class can begin to explain how learners acquire very large vocabularies of thousands of words, so they can achieve functional fluency.”

Nation (2001, p. 385-391) lists some of the principles to deliberate when planning one of vocabulary teaching: content and sequencing, format and presentation, and monitoring and assessment. Relating to the previous section and selection of words to teach, one should use it to choose the vocabulary from time to time. This way the vocabulary taught would be more versatile. Nation (2001, p. 2-3) continues that practice should be of all four planned language courses, namely meaning-focused input, language focused learning, meaning-focused output and fluency development, which are related to general language learning but the book of the point of view of vocabulary learning and teaching.

Based on the observation, there is one class at SMPN 4 Tanggul, that students have difficulties in vocabulary mastery it can be seen from the vocabulary score. The average score is 60 and the target score this study from the researcher is 65.

The researcher giving the test in preliminary study because of the interview with English teacher and based on the English score. The result in preliminary study there were 15 students’ who got  $\geq 65$  and 15 students’ who got  $\leq 65$

and it concludes that only 50% achieve the standard score, while other 50% fail. Students' interest in memorizing vocabulary also makes vocabulary low, so students find it difficult to understand English and speak or interpret a sentence.

To improve student mastery of vocabulary, appropriate techniques are needed to help them understand more about vocabulary. There are actually techniques that can help students to improve their vocabulary understanding. To improve vocabulary skills of high school students efficiently, proper techniques are needed to help them solve their problems having difficulty finding new words.

Therefore, the student achievement team Division method is expected to help students' of eight grade to learn vocabulary in English at the 4 junior high school embankments. Because the Student Team Achievement Division (STAD) method is carried out with groups of 4-5 students that make it easier for students to learn to hone their skills through tests and tests. The test is from each individual who later the results will be matched with the group after which all groups match the answers with the answers of the teacher. After matching these answers the teacher gives the best value and appreciation to the group that aims to enable students to compete with each other by increasing their vocabulary mastery.

Based on the problem identified and solution discussed above, the researcher is entitled the classroom action research title " Improving Vocabulary Mastery Through Student Team Achievement Division (STAD)". The student a little bit which following of learning guidance it make the

students feel very difficulty to learn English. Many student dislike learn English it make students indolent to learn vocabulary and have a little bit vocabulary.

## **1.2 Research Problem**

Based on the background above, the researcher identifies the problem as follow:

1. How can the implementation of STAD improve students' vocabulary mastery of eighth grade at SMPN 4 Tanggul ?
2. How can the implementation of STAD improve students' active participation of eighth grade at SMPN 4 Tanggul ?

## **1.3 Objective of The Research**

Based on the problem, the objective of the research is formulated as :

1. The objective of this research is to know how the use Student Team Achievement Division (STAD) can improve students' vocabulary mastery of eighth grade at SMPN 4 Tanggul.
2. The objective of this research is to know how can Student Team Achievement Division (STAD) improve students' active participation vocabulary mastery of eighth grade at SMPN 4 Tanggul.

## **1.4 Operational Definition of Term**

### **1. Student Team Achievement Division (STAD)**

The Student Team Achievement Division is about groups with 4 - 5 people in a group the students of various ethnicities and different abilities. STAD that consists of five elements : class presentation, the students study in groups, take individual quizzes and individual achievement scores, and teams which meet or exceed certain criteria will get certificates or other rewards in team recognition.

### **2. Vocabulary Mastery**

Vocabulary mastery in this research is the students' ability in understanding and using the vocabulary. Vocabulary mastery itself deals with word and meaning. The researcher the vocabulary mastery using content words to represent the names of objects or things, students' vocabulary understanding of English words particularly, content words that are: noun, verb, and adjective of eighth grade at SMPN 4 Tanggul

## **1.5 Significance of the Research**

The result of this research is expected to be useful for the English teacher, the students' and the future researchers.

### **1. For the English Teacher.**

The results of this research are expected to be useful as input for English language teacher to implement the strategy in the process of teaching ability of STAD vocabulary mastery so that students can

find new vocabularies that can make it easier for students to be able to learn English.

## **2. For The Students.**

The results of this study are expected to provide learning experiences for students to increase their vocabulary mastery and make it easier for students to understand the words of the English language.

## **3. For The Researcher.**

The results of this study are expected to be able to be used as references and sources of information to conduct further research in the same field of study using research methods that are different from the others. The researcher can also use this method as teaching material to students.

### **1.6 Scope Of The Research**

The research will focus on the use of Student Team Achievement Division (STAD) to improve students' Vocabulary Mastery of eighth grade at SMPN 4 Tanggul in the 2018 / 2019 Academic Year.