

CHAPTER I

INTRODUCTION

In this chapter, I presents about the background of study, formulation of the research problem, research objective, research hypothesis, significance of research, scope and limitation of research, and definition of key term.

A. Background of the Research

The number of human resource quality is something to be continually increased. One of the aspects to increase the human resource quality is education. In the process of increasing human resources in its quality of course there are varieties of issues that are related with education (example, school) in general especially in teaching and learning progress. For example, teachers face the problems in association with students learning difficulties. Teaching English in many schools is not something easy. Although it has been taught for many years, the reality shows that the process of teaching English does not get good result. The English language teaching and learning often faces the problems related to the teachers who do not have effective method to teach then, the students who get difficulty in learning English because it is unfamiliar in their social community.

Language is a system through which people communicate. The symbols may be spoken, written, or signed with the hands. These signs will be useful to react to the members of a community. Besides, language helps the students to

make sense understand, and be understood of the word. As a result, language and meaning cannot be severed from one another (Richard & Anne, 1991: 11). Therefore, language have to consist of understand, be understood, and meaning. The language cannot be understood if there is no meaning itself. Language makes it possible for member of communication, interact, and cooperative in various different form. Language is a meaning of human communication with each other. Through good language skills, the communication process will go smoothly and will support a person's social life. In this globalization era, humans are not required only to master the native language. However, humans are also required to be able to master other languages. Another language here means the international language such as English. However, among the languages of English is an international language most widely used in the world to communicate. Everyone is competing to master foreign language, especially English language as a communication tools in this era of globalization. Currently, mastery of English language is one of the factors that determine on the study, career, or business. In Indonesia, English is a foreign language which has become more important because English language is used to transfer and gain knowledge, science, technology, art, culture, and to establish international relationship. Students in Indonesia learn English as a foreign language subject beginning from the kindergarten up to university level. It means that English is something important for the students to be learned at school.

As a foreign language, to study English we must master four skills of English; they are listening, speaking, reading, and writing. Besides the four skills (listening, speaking, reading and writing), we must master the four English's components they are vocabulary, grammar, pronunciation, and spelling. This subject perceived as a difficult subject for the students because English is not spoken language that we do in daily communication. From those skills and components, vocabulary is more important to be learned by the students. Mastery of vocabulary is very influential to language skill. The more a person masters vocabulary, the more fluent his language skill. And if students are lacking of mastering of vocabulary, it will be very difficult for them as English learners (Jack C. Ricard, 1992: 235).

Preliminary study by Hery Fitrianto (2014) stated that teaching English as foreign language in Indonesian students has many problems those are difficult to enrich their vocabulary or to memorize new words given by the teacher. Because, the teacher only asked the students to remembering and memorizing the meaning of word. So, their vocabulary is limited and they get often difficulties in comprehending other aspects such as understanding about reading text, pronunciation, writing the (spelling) this of words, translating the meaning and understanding grammar. This normally happens among the EFL, because English is not their mother tongue. It is a hard job for the teacher to make students understand and remember new word that they have never heard before. In the teaching and learning vocabulary often gave little priority, therefore it needs some innovative ways in the nature of learning and teaching

vocabulary. The fact shows that the learners get bored in teaching vocabulary. So far, teaching and learning vocabulary process is not interesting and monotonous. The English teachers of SMAN 1 Campurdarat just force the student to memorize some words well. The teacher will give punishment to the students who do not memorize the words well such as standing up in front of class. This way is a boring strategy and it is not good for the student's psychology.

Rowenhorst (2006:3) adds vocabulary, or word meaning, is one of the keys to comprehension. Based on the expert's opinion above, I can say that vocabulary is strongly affected students' academic performance. So it is important to build a large stock of vocabulary in order to communicate successfully.

Nguyen & Khuat (2003:4) state that for many learners studying English as foreign language, vocabulary learning is considered as boring, as they have to memorize unfamiliar words and they are asked to complete lots of exercises. This situation makes the students get a difficulty to memorize the vocabularies being taught. As Krashen (1981:101) believes that in order to fully use language in communicative setting, the second language or foreign language students must first acquire the language before learning is introduced. In the other words, we have to make the teaching learning process fun in the early step in language learning. That can prevent stress and also create a pleasant atmosphere in the classroom.

To create such pleasant atmosphere, I plan to apply Team Games Tournament (TGT) Technique in teaching vocabulary. TGT is one of techniques in cooperative learning method. O'Mahony (2006:1) states that Slavin has found TGT increased basic skills, students' achievement, positive interactions between students, acceptance of mainstreamed classmates and selfesteem. From that statement, I consider TGT is probably suitable to teach vocabulary. A study proved by Eva Rusdianti (2011) said that The Team Games Tournament is increase the students vocabulary mastery, very simple to apply and it is also fun and challenging. Team Games Tournament is a technique which demands the students to learn on group with 4-5 students' members who have heterogeneous ability and then ask them to work with their teams to make sure all team members have mastered the lesson being discussed. The main idea behind TGT is to motivate students to encourage and help each other master skills presented by teacher. This technique was chosen because it is pledge to provide the opportunities for the students to be involved actively in teaching learning process. They had chances to discuss the difficulties of the vocabularies that they had faced with their group members which make the learning process successful. Therefore, I decided to use this technique because I was curious to find out whether this technique was "really" effective or not to teach vocabulary.

Based on LKS *Kurikulum 2013 Bahasa Inggris (wajib) untuk SMA/MA dan SMK/MAK kelas X (buku 1)* the English teacher said that the standard vocabularies in senior high school, there are around 2.039 vocabularies that

must be achieved. Yet, there are many problems about vocabularies mastery, in reading almost several students tell difficult to understand because they lack of vocabularies, they cannot get the topic. In writing, student said that they cannot write English word because they did not understand about meaning of that word itself. In speaking, again, students said that they have no many vocabularies.

Based on the description above, I am interested in conducting studies entitle **“The Effectiveness of using Team Game Tournament (TGT) on Vocabulary Mastery of First Grade Students at SMAN Campurdarat in Academic Year 2016/2017”**.

B. Formulation of the Research Problem

Based on the background of the study, the problem of this study is formulated as follows :

1. How is the score of student's vocabulary mastery without using TGT (Team Game Tournament) on vocabulary mastery of First Grade students at SMAN 1 Campurdarat?
2. How is the score of student's vocabulary mastery using TGT (Team Game Tournament) on vocabulary mastery of First Grade students at SMAN 1 Campurdarat?
3. Is there any significant difference between TGT (Team Game Tournament) and vocabulary mastery before and after by using TGT on vocabulary mastery of First Grade students at SMAN 1 Campurdarat?

C. Objective of the Research

Based on the research problems above, the objectives of the study are:

1. To know the score of student's vocabulary mastery without using TGT (Team Game Tournament) on vocabulary mastery of First Grade student's at SMAN 1 Campurdarat.
2. To know the score of student's vocabulary mastery using TGT (Team Game Tournament) on vocabulary mastery of First Grade student's at SMAN 1 Campurdarat.
3. There is any significant different between TGT (Team Game Tournament) and vocabulary mastery before and after by using TGT on vocabulary mastery of First Grade students at SMAN 1 Campurdarat.

D. Research Hypothesis

The Hypothesis in this study is in the form of Null hypothesis (H_0) and Alternative hypothesis (H_a). The Null hypothesis (H_0) states that there is no significant different score of the student before and after being taught using TGT. While, the Alternative hypothesis (H_a) states that there is significance different score of the student before and after being taught using TGT.

E. Significance of the Research

The researcher hopes that result of this study give contribution for:

1. The Institution
 - a. Students

- The student will be able to mastering the vocabulary better by using TGT (Team Games Tournament).
- The student is more easy to memorize and mastery vocabulary.
- The student will be enjoying in learning vocabulary.

b. Teachers

- Teachers know the level of student's vocabulary mastery.
- To motivate the English teacher to create effective technique in teaching English, especially in teaching learning vocabulary.

2. Future Researchers

a. Researcher

The researcher intends to achieve the following aim that is to know the effectiveness of using TGT in teaching vocabulary. It enriches her method of teaching vocabulary.

b. Future researcher

The researcher hopes this study to give motivation for the future researchers to conduct the other research especially deals with vocabulary teaching.

F. Scope and Limitation of the Study

This study is conducted at SMAN 1 Campurdarat, the subject are class X-IPS 4. In this research, the researcher limits the study only with the effect of using TGT. Therefore, the researcher limits the vocabulary study the research paper only on using TGT as a way in teaching learning vocabulary.

The limitation of this study is that the researcher uses pre-experimental research design and takes one class consist of four groups as a sample of the study. The weakness of this research design is there are some disturbed variables. Because the researcher has limited time and the Curriculum Deputy only permits to conduct this study in one class.

G. Definition of Key Terms

In this part, there is some explanation from the title mentioned in the previous items. The title is “The Effectiveness of Using Team Game Tournament (TGT) on Vocabulary Mastery of First Grade Students at SMAN 1 Campurdarat. The definitions of key terms are as follows:

1. Effectiveness

In Oxford Learner’s Pocket dictionary (2003:138), Effectiveness is producing the result that is wanted or intended. The meaning of effectiveness in this study is there is any significant difference score in the student’s vocabulary mastery before and after being taught using TGT technique.

2. Teaching

Teaching is a process or activity of transferring lesson, knowledge, skill, attitude, value from the teacher to the students.

3. Vocabulary

Vocabulary is a component of language and words used by a person in the communication. It is core component of language that should be mastered by the learners as a basis for getting well in speaking, listening, reading, and

writing. Without having enough vocabulary, the students will have difficulties to know the meaning of what they listen and read as well as to express their aim in communication (Kusumaningrum and Cahyono, 2011: 127)

4. TGT (Team Games Tournament)

The learning model Teams Games Tournament (TGT) is more focused on competing activities between groups of students so that each student is required to be able to fight well so that the group can win the game. Their dimension's excitement derived from the use of a game in cooperative learning model TGT, students are expected to enjoy the learning process with a pleasant situation and motivated to study hard, which in turn will affect the level of concentration, pace absorb the subject matter, and the maturity of understanding on a number of material so that the lessons learned achieve optimum results (Slavin 2010: 13).