**CHAPTER 1**

**INTRODUCTION**

In this chapter, the writer will present eight topics related this study. Those include of background of the study, formulation of the problem, purpose of the study, significance of the study, scope and limitation, definition of key term, formulation of hypothesis, and the organization of the study.

1. **Background of the study**

 Today, English becomes the major language in the world. English as one of an international language becomes widely used in the world. Some south East Asian countries like Singapore, Malaysia, and Philippines use English as their second language .While English is considered to be the first foreign language in Indonesia. With this position, it does not have social function as wide as second language. English in academic field is taught as a subject matter. In spite of the difficulties in studying English, it still worth’s studying foreign language because it can be used not only as a means of international communication but also as a tool in studying knowledge which is usually written English. People who can communicate in English will get a better chance to obtain some other benefits. Consequently, a lot of people try to learn the language in the hope to master it well.

In Indonesia, English is a foreign language. English has been taught at elementary school up to university. The function of learning English is as follows: by studying English, students are expected to have at is means to develop their knowledge of science, technology and culture so that they can grow up with Indonesia personality.

In learning foreign language, especially English, it is acquainted four kinds of skills. Those are listening, writing, speaking and reading. The two skills listening and writing are called receptive skill while the other, speaking and reading skills are called productive skills. The receptive skills are the skills of learners that they do not need to produce the language to do these. These skills are usually called passive skill. Meanwhile in doing the productive skills the learners need to produce language. The productive skills also called as active skill.

Language has an important role of communication, because without a language as communication or interaction instrument, people can not do flawless activities. Human life can not individually, certainly needs other hands to help. So those who need the language to receive support in daily activities. Human life is not far from the language. Evidenced from the daily using, certainly there is a language role which makes each other an interaction.

It is very difficult to imagine when human life without language. Language is used to convey the aim each other, ideas, utterance the word, to cooperate, interact, self identified, to know the culture, language enable us to utterance the idea, or feeling in the life participation. Language not only conveyed into the oral form, but also into the written form. A man opinion will get a confession when it is written; basically all of human activities will very close with language relation, because human life can not be a part with language.

The process and the way that we go through in learning and using the target language usually take hard effort especially in learning a foreign language. This is because a foreign language is different from a mother language. The differences can be in rules of the sound system (phonology), the word formation (morphology), the word structures (syntax), the words meaning (semantic), and the social context (sociolinguistic).These can cause problems in learning a foreign language.

Learning a language means learning its vocabularies. Vocabulary is one of the three language component besides grammar and pronunciation that should be mastered by students. Vocabulary can be defined as list words, usually in alphabetical order and with explanations of their meanings, less complete than a dictionary (Paul, 1978:p.1229) we use the vocabularies in communication either in spoken form or written form. We try to send messages, share information ideas by using the language. In general, no language acquisition is possible without understanding the vocabulary, either in the first or the second language (Kweldju, 2004:18)

There are many factors that influence of teaching vocabulary process is unsuccessful. Some of them are material thought to the students and the teacher uses the method. And some times, the problems come from the students them selves. Student often find difficulties in using a foreign language because they lack of vocabularies and they often forget easily new vocabularies after they get the meaning from dictionary. Sometimes in speaking classes, student can not speak fluently because they lack of vocabularies. They say only a few sentences because they can not find the appropriate vocabularies to be used in expressing their ideas. The same problem is found in writing classes that students can not write essays easily because they lack of vocabularies. Even though they have already learned the strategies or techniques in writing essays, they still find difficulties in constructing sentences. They find difficulties in choosing and using the appropriate vocabularies. As we all know, to teach vocabularies is a hard doing. We need to build a better strategy to make it more and more interesting to learn. Students will easily get bored and sleepy to learn it so the teachers have to use the creative strategy to make a positive atmosphere in the classroom.

It is very important for teachers to find and choose the best method in teaching and learning process, especially in teaching vocabulary. Without vocabulary, the students could not enlarge their knowledge; open the window of the world, access information technology deeply. However, at least the problems can be minimized by applying interesting way of teaching and method.

Based on that problem above, the teachers should find and choose the best method in their teaching learning process, especially in vocabulary. There are many methods to solve that problem like puzzle, realia, flash card, TGT etc. The researcher suggests using TGT method, one of cooperative learning theory to learn vocabulary in MTS Ma’arif NU Karangan. The writer thinks that Cooperative learning especially TGT can help the students understand vocabulary easily. Because in the cooperative learning the students can share each other, and it can help student who has limited knowledge understand the vocabulary. The writer hopes TGT method can solve the students’ problem in vocabulary. Furthermore, it can increase the students’ achievement in English especially vocabulary. So, teachers and students can achieve their goal of study.

Accordingly, the research is entitled: “The effectiveness of using (Team Game Tournament) TGT method to the students’ vocabulary achievement at seventh grades students of MTS Ma’arif NU Karangan Trenggalek in the academic year of 2011-2012”

1. **Formulation of the Problems.Kamus**

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

1. How is the students’ achievement in vocabulary taught without using TGT method?
2. How is the students’ achievement in vocabulary taught by using TGT method?
3. Is there any significant difference scores between student’s achievements in vocabulary taught without using TGT method and taught by using TGT method?
4. **The Purposes of the Study**

Based on the research problem, the study is intended to:

1. Find out the students’ achievement in vocabulary taught without using TGT method.
2. Find out the students’ achievement in vocabulary taught by using TGT method.
3. Find out significant differences scores between students’ achievement in vocabulary taught without using TGT method and taught by using TGT method.
4. **The Significant of the Study**

The researcher hopes that result of the study will give contribution to:

1. The English Students

For the students, they can study english vocabulary enjoy, fun and the result of the study can be able to motivate them in study.

1. The English Teacher

Teachers know the level of students’ mastery in teaching vocabulary ability and the result can become an input to determine the step and strategy for teaching learning vocabulary. So, the teachers can reach the good teaching as a feed-back to improve the quality of English teaching learning vocabulary, and it can be as important information in using TGT as method to improve the quality of teaching vocabulary.

1. The School

The finding is hopefully useful for the school board as informative data in using of TGT method available in schools in the teaching and learning process of teaching vocabulary.

1. The Writer

The writer can enrich her method of teaching vocabulary because it will give some knowledge about TGT as a method of teaching vocabulary. Therefore, the researcher knows the benefit of teaching vocabulary by using TGT method optimally; the researcher gets useful experiences in teaching English teaching vocabulary with using TGT method.

1. The Future Researcher

Hopefully, this study will contribute as a good reference for other researcher, especially in teaching english vocabulary**.**

1. The Reader

For the reader they know the effective method in teaching english vocabulary.

1. **Scope and Limitation of the Study**

There are many method used in teaching vocabulary, such as flash card, realia etc. The scope in this study is teaching vocabulary by using TGT method in teaching vocabulary toward achievement of the seventh grade students of MTS Ma’arif NU Karangan.

In this research, the writer limits the study only with the implementation effect of using TGT method. Therefore, the writer limits the study in teaching vocabulary the research paper only on using TGT method as a method in teaching vocabulary because it gives a way to understand about information in the of teaching vocabulary.

1. **Definition of the Key Term**

In this part, there is some explanation from the title mentioned in the previous items.

The definitions of key terms are as follows:

1. Effectiveness

In Oxford Learner’s Dictionary (2005:138), “effective” is producing the result that is wanted or intended. The meaning of effectiveness in this study is there is any significant difference in the students’ mastery of teaching vocabulary taught without using TGT method and taught with using TGT method.

1. TGT

It is one of cooperative theory types. It teaches students to compete among groups in the tournament to be the winner team

1. Team: The group of students
2. Game: are composed of content-relevant questions designed to test the knowledge students’ gain from class presentations and team practice.
3. Tournament: Are the structures in which the games take place
4. Teaching vocabulary

Teaching is a process of transferring knowledge, skill, attitude, value from teacher to students. Vocabulary is commonly defined as “all the words known and used by a particular person”. So teaching vocabulary is a process of transferring knowledge, skill, attitude, value of books, articles that is contained all the word from teacher to the student.

1. Achievement

Achievement is the successful finishing or gaining of something

5 Improving

Based on Oxford Advanced Learner’s Dictionary of Current English (1974:427), improving means making or be coming better.

1. **Formulation of Hypothesis**

The hypothesis of this study, states that:

1. Ha(Alternative Hypothesis)

 There is significant different score in using TGT method to teach vocabulary to the seventh grade students at MTs Maa’rif NU Karangan Trenggalek.

1. Ho(Null Hypothesis)

 There is no significant different score in using TGT method to teach vocabulary to the seventh grade students at MTs Maa’rif NU Karangan Trenggalek.

1. **The Organization of the Study**

The organization of the research paper is given in order to make the readers understand the content of the paper.

**Chapter I** is introduction which deals with the background of the study, formulating of the problem, the purposes of the study, the significance of the study, scope limitation of the study, definition of the key terms, formulation of hypothesis, the organization of the study.

**Chapter II** is theoretical background or review of literature. It consists of underlying theories that include about the definitions of the vocabulary, teaching vocabulary, the important of vocabulary mastery, the definitions of cooperative learning, a typology of cooperative learning, benefit of cooperative learning, class activities that use cooperative learning, the definition of TGT method, and schedule of TGT activities.

**Chapter III** is the research method. It covers: research design, population, variable, data and data source, techniques of collecting data, instrument, technique of data analysis, hypothesis testing.

**Chapter IV** deals with description of location of the research, teaching and learning english, description of the research data, the result of quantitative data, the interpretation of quantitative data, hypothesis verification and discussion.

**Chapter V** presents the conclusion of the study and suggestion for further study.