

CHAPTER I

INTRODUCTION

This first chapter of this thesis present the Background of the research, research problems, objectives of the research, research hypothesis, significance of the research, scope and limitation of the research, definition of the key terms, and organization of the research.

A. Background of the Research

Vocabulary has important role in communication, Chitraveleu et.al (2005:241) states” in using language to express ourselves and communicate with one another, we use words”. The words means vocabulary, therefore the people use some vocabularies to communicate with other people. If the people do not mastery vocabulary well , they will feel difficult to communicate with other people. They can not explain everything that they want to share to another.

Vocabulary is basic communication. Chitraveleu et.al (2005:243) explain that in foreign language learning,learners have to master 3000 until 10000 words or vocabulary. Vocabulary is the word or group of words that have a particular meaning. From the explanation, vocabulary is the words that have a meaning that is possessed by humans for use in speaking and communicating. The people need to learn some vocabularies and mastery some vocabularies to make easy in communication with other people. Learning vocabulary is necessary for all people Oxford(2011:225) states”

Vocabulary teaching is necessary because inadequate vocabulary causes many difficulties in receptive and productive language". Therefore, the people especially the students should learn vocabulary early. The students learn some vocabularies from elementary school, even from kindergarten. Vocabulary is one aspect of English lesson in elementary school. In teaching vocabulary to young learner or students in elementary school, the first thing should be done is introducing the students with English new vocabulary and make the students always remember what is the vocabulary that have they learned. Sometimes the teacher asks the students to read the vocabulary list and sometimes show the picture and tell the name of the picture. The students get more vocabulary but they do not memorize well the vocabulary because the students focus on the picture and the students can not active in the learning process.

Vocabulary is used for express our self and communicate with one another. The accuracy and clarity of our message depends on the words we choose. Vocabulary as the basic tools of language (Chitravelu et. al., 2005: 241) categorized vocabulary in two main groups: content words and function words. a) Content words, these are words with a specific meaning. These words carry meaning even when they are not used with other word. Content words included mainly nouns, verbs, adjectives and adverbs. b) Function words, these words have little meaning when they are used on their own. However, show grammatical relationship in and between 13 sentences. This group includes categories such as articles, conjunctions and preposition.

Vocabulary is taught in elementary level; in fact the students master simple vocabularies like animal, clothes, things in the classroom etc. They only have little vocabulary, it is caused by they do not have, spirit to learn new vocabularies and the teacher rarely uses suitable simulation method to teach vocabulary. It will generate the students to have spirit to read the book. Then they will master English vocabularies.

Teaching Vocabulary In teaching a second or foreign language, the teacher has to consider several factors before teaching vocabulary. Gairns and Redman (1986) in Chitavelu et. al., (2005: 251) suggest the following be considered Learners own language The learners get the meaning by their own language for example by using similarity meaning of word forms. It will help learners access meanings, the teacher should aware of possible problems with spelling, pronunciations, singular and plural forms, Techniques for conveying meaning 19 The teacher should consider what technique that will be used. For example, in teaching a group of second language learners, the teacher should decide which the most effective way of conveying meaning is, Learners factors Intrinsic learner variables such as memory, language aptitude and motivation are important factors. The teacher also need to consider the learning environment such as the time of day of the lesson, the amount of language stimuli in the environment and the amount of time available for language learning in planning for teaching, Teacher factors such as the selection and organization of content, allocation of time and the choice of techniques and activities are within the teachers" own control. In

choosing content, the teacher decides whether to include or omit exercise from textbooks or workbooks and whether or not to include supplementary materials. These are some factors before teaching vocabulary. It can be implemented by the teacher to teach vocabulary to make easy the teaching learning activity at classroom.

Background in Teaching Vocabulary learning must fit into the broader framework of a language course. One way to make sure that there is a balanced range of learning opportunities is to see a language course as consisting of four stands (Nunan, 2003:133). They are as follows, Learning from meaning-focused input learning through listening and reading. These involve the learners focusing on understanding messages where there is a low density of new vocabulary. The classroom technique appropriate with this stands are Teachers can read to learners from graded readers, briefly noting difficult words on the board and giving quick translations or definitions, The reading can be done as a serial with the story unfolding week by week, Doing regular silent extensive reading of graded readers is a visual means of vocabulary development, as well as providing numerous other benefits, Learning through meaning-focused input can come from presenting talks to each other, from reading other learners' writing, and from interacting with the teacher.

Vocabulary learning through input is increased if a little bit of deliberate attention is given to the vocabulary by noting unfamiliar words, by reflecting on the new vocabulary, by the teacher quickly explaining new

words while the learners listen to the story, and by learners quickly previewing a reading to choose a few words to focus on when reading, Deliberate language focused learning from being taught sounds, vocabulary, grammar, and discourse. These involve direct study or direct teaching. The classroom technique appropriate with this strands are: Having the meanings of words explained and examples of use provided, Learning prefixes and suffixes, and cutting up words to see their parts, Studying vocabulary on bilingual words cards, Learning and using mnemonic techniques like the keyword technique to help remember vocabulary, Practicing spelling rules, Doing cloze exercises where the missing words in a text are recently met items, Building word families by adding prefixes and suffixes to a stem, Learning to use the vocabulary learning strategies of word cards, guessing from context, using word parts, and dictionary use.

Learning from meaning focused output learning by having to produce language in speaking and writing. These involve producing spoken or written messages. An effective way of turning input into output is to base speaking and writing activities on written input. If this input contains a few words that are outside the learners' knowledge, but which are relevant to the topic, then there is a high probability that these words could be used and negotiated in spoken interaction, or picked up for use in the written output of the task. Combining written input with speaking and then writing increase such vocabulary learning opportunities. Developing fluency becoming quick and confident at listening speaking, reading, and writing. These involve receiving

or producing easy messages with pressure to go faster. The classroom technique appropriate with this stands are, A very basic listening fluency activity involves the learners pointing to or writing numbers as the teacher quickly says them in an unpredictable order, At a slightly more advanced level learners can listen to stories from graded readers which are well within their vocabulary knowledge.

In the previous study entitled “The Effectiveness of Using Talking Stick Strategy toward Students Speaking Skill” at SMPN 5 Tulungagung”. written by Suci Cahyati (2016) , she also used talking stick to improve speaking skill. Her research problem are; 1) how is the students’ speaking achievement before being taught by using talking stick strategy 2) how is the students’ speaking achievement after being taught by using talking stick strategy 3) is there any significant different scores on the students’ speaking achievement before and after being taught by using talking stick strategy. The difference in my study with the previous study is the focus of the implementation of the strategy. In this study, the researcher focus on vocabulary mastery while in the previous study the researcher focus on speaking skill.

There are some reason in choosing this topic. The first is because the topic has not been examined yet by many researcher. Most of them investigate the area of teaching and learning process in Junior High School in the terms of method, strategy, and the interaction among the students or between teacher and students in the English class. There are still a few who

conducted researchers about teaching and learning techniques, especially Talking stick, for Elementary school .

The second, the topic would be useful for language development because the talking stick technique concerns on vocabulary mastery. Therefore, by analyzing this matter, I hope that the second language learner could get knowledge and information in using English through talking stick . This technique uses English as a means of communication not merely studying the language it self.

The third, one is the topic gives an advantage for the students in improving vocabulary mastery and elaborating their learning styles. All the teaching and learning process held in the context of situation according to the students elementary. It would give much information for them in using English as the means of communication on their fields.

Based on the previous arguments, talking stick would be an effective technique to solve those problem for students elementary school. This technique would give suporrting environment for the students to elaborate themselves with their own learning styles. I focus on improving students' vocabulary mastery for elementary school. Here, the subject of my study will be The Effectiveness Using Talking Stick in Improving Students' Vocabulary Mastery for the Fifth Graders of MI Abun Naja Wonodadi Blitar.

B. Research Problem

Based on the background of the research discussed above, the research problems are formulated as follow:

1. How is the students' achievement in vocabulary before they are taught using Talking Stick Techniques?
2. How is the students' achievement in vocabulary after they are taught using Talking Stick Techniques?
3. Is there any significant different achievement of students in vocabulary before and after they are taught using Talking Stick Techniques?

C. Research Objective

Based on the research problems above, this research is intended to find out:

1. The students' achievement in vocabulary before they are taught using Talking Stick Techniques.
2. The students' achievement in vocabulary after they are taught using Talking Stick Techniques.
3. If there is any significant different achievement if students in vocabulary before and after they are taught using Talking Stick Techniques.

D. Research Hypothesis

According to Khotari (2004:184) hypothesis is sime supposition to be proved or disproved. The hypothesis of this research are:

1. Null Hypothesis (Ho)

There is no significant difference in the vocabulary achievement of the students before they are taught using talking stick and after they are taught using talking stick.

2. Alternative Hypothesis (Ha)

There is significant difference in the vocabulary achievement of the students before they are taught using talking stick and after they are taught using talking stick.

E. Significance of the Research

The writer expects this study will be beneficial to:

1. For the students

Learning English by using simulation can improve their understanding about English words. Simulation will help students to learn vocabulary easily and effectively and the learning process becomes fun and challenging.

2. For the teachers

It will give them insight that using simulation is worth trying in teaching vocabulary. It will ease the job of the teacher to teach vocabulary. The teaching will be effective and fun

3. For researcher

It can be used as reference to conduct a further research dealing with the effectiveness of using a certain strategy towards students' vocabulary mastery.

F. Scope and Limitation of Research

This study is aimed at finding the effectiveness of using Talking Stick Techniques in teaching vocabulary. There are many method to teach vocabulary and it is not impossible for the researcher to teach by using all of the methods. The research applied Talking Stick Techniques in increasing vocabulary mastery to the fifth graders of students at MI Abun Naja Wonodadi in the academic year of 2015/2016. The study focuses on the simple vocabulary especially vocabulary of shape and transportation because it is the first material that is learnt by the fifth grade students at MI Abun Naja Wonodadi Blitar.

G. Definition of Key Terms

Definition of key terms are necessary to avoid misunderstanding, definition of key terms is given for the readers as follow:

1. Effectiveness

Effectiveness means producing of the result that someone wants or actual or existing. In this research, the effectiveness is the significant increase of students' achievement of vocabulary after being taught by using Talking Stick Techniques.

2. Cooperative learning

Cooperative learning is part of a group of teaching or learning techniques where students interact with each other to reach the learning goal for successful their learning.

3. Talking Stick Techniques

Talking Stick Techniques is one of cooperative learning methods in the learning process by a stick, the student who gets the stick must answer the question raised by the teacher.

4. Vocabulary

vocabulary is defined as all the words known to a person or used in a particular book, subject, etc.

5. Vocabulary mastery

Vocabulary mastery is great skill or knowledge in total number of english words taken from the stories and the local content curriculum of the fifth grade of elementary school. The students' vocabulary mastery in this research is measured by using vocabulary test developed by the researcher.

H. Organization of the Research

The writer divides this research into five chapters, they are as follow:

Chapter I is introduction. This chapter presents the background of the research, research problems, objectives of the research, research hypothesis, significance of the research, scope and limitation of the research and definition of key terms.

Chapter II is review of related literature. This chapter included review of related theories, and review of related studies

Chapter III is research method. This chapter explains of research design, population and sample, variable data, and data source, research instrument,

validity and reability testing, normality testing, data collecting method, data analysis, and hypothesis testing.

Chapter IV is finding and discussion. This chapter explains the discription of data, hypothesis testing, and discussion

Chapter V is the last chapter, this chapter presents conclusion and suggestion.