

CHAPTER I

INTRODUCTION

This chapter consists of background of the research, research question, the objective of the research, limitation of the problem, significance of the research, definition of key terms, and organization of the research.

A. Background of the Research

One of the fundamental aspects of learning English is vocabulary. Moeller Et.al (2009) state that "vocabulary is central to learning and teaching of a second language as it affords learner access to all forms of oral and written communication that includes literature, music, and content knowledge" cited in Marbun (2017). It means that the students will have difficulties to learn English without having a rich vocabulary. One of which is to support the knowledge of the meaning of words to facilitate students in speaking, listening, reading, and writing in English more easily. Vocabulary is a huge component and cannot be managed in any language learning, either for a foreign language or one mother tongue because of thousands of different meanings.

The students sometimes feel hard to learn vocabulary because there may be some difficulties words that were faced by students in learning English. To master this ability is not only obtained by memorizing but also

how to enriching their vocabulary, understanding each meaning, and applying it into four language skills. They can recognize the words when writing texts, can use the words in speaking, can recognize the words when listening to speech, and can recognize the words when reading. As Cameron (2001) in Asmarita (2019) states vocabulary does not only need a rich body of knowledge language to succeed in base skill like as speaking, reading listening and writing, but also need a specialized vocabulary to learn the content of material subject for students.

Many students did not master their vocabulary even though they know how important it is to learn vocabulary. They prefer to use their first language instead of English. They still learn vocabulary passively. It might happen because of some possibilities that cause these conditions. One of them is most teachers are using the conventional method to teach vocabulary, for example, by using a dictionary or by making a list of written definitions and ask the students to memorize. Teachers must enforce students to use the new vocabulary they learn in sentences. Other possibilities, based on the previous study which conducted in one of the junior high school in Bandung, most students acquire vocabulary from their textbook. It makes the students feel bored, and their vocabulary did not develop.

From these conditions, it is necessary to encourage students to enjoy learning. However, learning English is very important for students. So it is a

must for teachers to pay more attention to the problem faced by students regarding their learning. Preszler (2006:2) in Laili et al. (2014) states that not easy to teach vocabulary, especially in junior high school. The teacher should pay more attention because if they take the wrong steps that lead to reluctance in the learning process can affect students' willingness to learn English.

There are several ways that teachers can do to get more attention or focus of students in learning. One of which is trying to enlighten the classroom atmosphere by presenting active and fun learning for the students so that what the teacher conveys is easier for each student to accept. One of the learning models in English that can be applied to create such a pleasant atmosphere in learning vocabulary is cooperative learning.

According to Olsen and Kagan (2001 p. 192) in Trimastuti (2016) Cooperative Learning is a group learning activity which depends on the socially structured exchange of information between learners in groups and is motivated to increase the learning of others. Cooperative learning also emphasizes the autonomy and centrality of the students in the classroom. Cooperative learning can bring active and fun learning processes so that it fosters student motivation to learn, Faricha & Huda (2019:23) states that cooperative learning can increase students' enthusiasm for learning to get the academic achievement. In addition, cooperative learning also encourages

students to work together and be responsible for all group members' understanding.

Cruickshank (1990) in Faricha & Huda (2019) state cooperative learning has several variations of the type that can be applied in learning. Including; Students Teams Achievement Divisions (STAD), Teams Game Tournament (TGT), Teams Accelerated Instruction (TAI), Jigsaw, and Cooperative Integrated Reading and Composition (CIRC).

Furthermore, there is various type of cooperative learning which can be implemented in teaching vocabulary, one of them is TGT. Slavin and Robert (1991) in Marbun (2017) state TGT is a part of cooperative learning involved group from heterogenic students, group, discussion, and tournament or game or is one of type of students team cooperative learning activities. TGT allows team representatives to compete with other team representatives to achieve certain results or achievements because they use academic tournaments in the learning process. According to Webb (1989) in Rahmawati (2017) TGT is one method that can change the atmosphere for the better based on relevant theories and adapted to developments in society, as well as contributing to the principle that education must be centered on students. It means Teams' Game Tournament can encourage students' motivation to achieve good learning achievements together through their involvement in teamwork.

From the background, it inspired the writer to investigate the use of cooperative learning type TGT in teaching English for seventh-grade junior high school to describe the implementation of the method in teaching vocabulary. The writer conducted the research entitled: “Teaching Vocabulary Using Cooperative Learning Type Teams Game Tournament (TGT)”. (a Descriptive Qualitative Study at Seventh Grade Junior High School in Cimahi).

B. Research Questions

The researcher provided three research Questions, as follows:

1. How are the scenario and the implementation of teaching vocabulary using cooperative learning type TGT at a junior high school in Cimahi?
2. What are the teacher and students’ responses toward teaching vocabulary using cooperative learning type TGT at a junior high school in Cimahi?
3. What are the students’ difficulties in teaching vocabulary using cooperative learning type TGT at a junior high school in Cimahi?

C. Objectives of the Research

The objectives of the research are:

1. to find out the scenario and to know the implementation of teaching vocabulary using cooperative learning type TGT at a junior high school in Cimahi.
2. to find out the teacher and students' responses toward Teaching vocabulary using cooperative learning type TGT at a junior high school in Cimahi.
3. to identify the students' difficulties in teaching vocabulary using cooperative learning type TGT at a junior high school in Cimahi.

D. Limitation of the Problem

To avoid misinterpretation of the problem, the writer would like to limit the problem of the study. This study focused on the use of cooperative learning type TGT in teaching vocabulary. The material of learning relates to descriptive text especially on the use of adjective words. The research was conducted at a junior high school in Cimahi. The subjects of the study were students of seventh grade in D class (7D) second semester, academic year 2019/2020. This class consists of 30 students, including 14 male and 16 female students. This research was one class taken and conducted as a descriptive qualitative study.

E. Significance of the Research

The researcher expects that the result of this research will give some contributions to the teacher, the students and the researcher too. The significance as follows:

1. For Teachers

- a. This research can help teachers in teaching vocabulary activity.
- b. This research can become a comparative study for other teachers in teaching vocabulary.
- c. Teachers can use the result of this research for instructional materials.
- d. Teachers can more creative in delivering material so the students can receive the material well and are interested to learn, especially about vocabulary.

2. For Students

- a. Students can learn how to understand the subject matter of vocabulary without feeling bored.
- b. Students can increase confidence in a way to express their opinions in public.
- c. This research can give motivation for students to learn English as one of the subjects that must be mastered.
- d. This research can improve students' vocabulary skills.

3. For Next Learning Process

- a. The results of this research can be a reference for the learning process, especially in vocabulary skills.
- b. This research will add knowledge and experience in teaching vocabulary.

F. Definition of Key Terms

1. Vocabulary

Vocabulary is an important element needed by students to support language skills including speaking, listening, reading, and writing in the forms of a series of words that can be used to communicate with one another in the form of ideas or expressions of a language's meaning.

2. Cooperative Learning

Cooperative learning is a teaching method in which students understand lessons in several small groups. In this method students will work in their groups in the hope of mutually supporting, discussing, debating, and sharing information or knowledge to improve their ability to achieve a learning goal.

3. TGT

TGT is one type of student team cooperative in a learning activity. The students are divided into 4-5 people from a different level of competency,

gender, background, etc. in one group. There are five main components in the learning process of Teams Game Tournament; class presentation, learning in group, game, tournament, and team recognition.

G. Organization of the Research Paper

1. Chapter I: Introduction

This chapter consists of background of the research, research question, the objective of the research, limitation of the problem, significance of the research, definition of key terms, and organization of the research.

2. Chapter II: Literature Review

This chapter consists of the nature of vocabulary, cooperative learning, TGT, advantages and disadvantages and previous studies.

3. Chapter III: Research Methodology

This chapter consists of research methodology, research design, subjects of the research, the instrument of the research, data collection technique, the data analysis procedure and schedule of the research.

4. Chapter IV: Results and Discussions

This chapter consists of result of the research follows; the implementation of the scenario in teaching vocabulary using cooperative learning type TGT, teacher and students' responses, students' difficulties in learning English and discussion.

5. Chapter V: Conclusions and Suggestions

The last chapter presents the conclusions and suggestions based on the research study. The conclusion was drawn after analyzing the data and the suggestions were addressed to the teachers, students, and the next learning process especially in vocabulary.