

CHAPTER I

INTRODUCTION

This chapter discusses the content of background of the study, statement of the problem, objective of the study, significance of the study, scope and limitation of the study, and definition of key term.

1.1 Background of The Study

The strong commitment of Indonesia's government to develop human resources is an evidence of Indonesia development. With the emphasis on human resource development, English language teaching has received special attention among scholars, businessmen, and government officers. This attention is due to the role of English as a means of global communication, and the transfer of science and technology. English is one of tools for communication. As the important foreign language in Indonesia, English is compulsory to be taught in education. Likewise, the education in Indonesia applies the important role. The government has already regulated in the regulation, especially English for elementary level or we call primary school.

Indonesia – Educational System-overview gives explanation about the English regulation for elementary school in Indonesia:

The education program for primary schools is prescribed by Article 39, Clause 3, Law No. 2/1989 and Article 14, Clause 2, Government Regulation No. 28 of 1990, and the February 25, 1993 decree of the Ministry of Education and Culture No. 060/U/1993. The curriculum content of compulsory primary education consists of subject matter covering Pancasila education, religious education, citizenship

education, Indonesian language, reading and writing, mathematics, introduction to science and technology, geography, national and general history, handicrafts and art, physical education and health, drawing, and the English language. Such subject matter groups are not necessarily course titles as more than one material group can be combined with another subject; likewise, one subject can be divided into more than one subject.

English language contains of some skills; reading, speaking, listening and writing. In other hand, there are some components like phonology, spelling, syntax, structure, vocabulary and so on. Those components could not be separated because they were related to each other.

One of the most important language components is vocabulary.

Vocabulary is a group or stock of words used in a particular way by a certain group of people regarding their language. Vocabulary refers to all the words that a person knows or uses (Pratheeba, 2010: 51). Vocabulary displays the important role in learning a foreign language. Through it, the four skills of speaking, listening, reading and writing all together are being linked. For well communicating in a foreign language, learners should acquire a sufficient number of vocabularies and certainly they should understand how to use them accurately. Without vocabulary learners cannot convey meaning and communicate with each other in a particular language.

It was important for the teacher to notice that the gap of vocabulary would happen among the learners. In a previous study done by Anita L. Archer said that the vocabulary gap was children enter the school with different levels of vocabulary. Gap in word knowledge usually comes up in elementary year. To decline the vocabulary gap teacher needs to focus on vocabulary development in

all graders, teacher has to accelerated the vocabulary acquisition through intentional instruction. The purpose of teaching English in Elementary School is to motivate them to be ready and have self confident in learning English at higher level of education. Whereas, the general purposes of teaching English in elementary school are to prepare children to have competitive value in this globalization era and introduce English at early ages.

Teaching vocabulary especially to young learners needs an appropriate strategy and media. Teacher is obliged to use the strategy and media which prioritizes learners' needs. The use of media is to know not only the word, but also to know how to spell and pronounce it. If the teacher can create various teaching method and use the media optimally, the learners will be excited and enjoy in learning process. Media has important role to help learners understand and increase the effectiveness in the communication between teacher and learners during teaching learning process.

On the first few days of class teacher did all the usual things such as handing out materials, explaining course procedures and talking about the importance of the course and the need to keep up with the work on a regular basis. These almost display the traditional approach to learners that most class time is spent with listening teacher's speech. In SD Muhammadiyah 2 Gresik, the teacher usually applies cooperative learning but using another strategy, the point is making grouping. So cooperative learning is not new strategy for this school. After asking to the learners, they like to study cooperatively than individually.

The researcher conducts this study in SD Muhammadiyah 2 Gresik. In this school English has a high passing grade. The passing grade or the Minimum Completeness Criterion (KKM) for English is 70. In teaching learning process, teacher usually uses picture and song as media to teach. Using picture and song is some of good media to teach but they also still have the weaknesses. The learners still feel difficult to have good score to reach the passing grade and remember new vocabulary.

Some teachers think that actually learners realize that vocabulary has the important role on their own achievement, but few have really thought about what it means to learn a vocabulary item. After interviewing the teacher and observing the teaching English process, the researcher found out that there were some problems in teaching learning process especially in B class at fifth grade. Some learners learn vocabulary passively, they only expect from the teacher's explanation for meaning of word, spelling, pronunciation and grammatical function. Besides, learners only think of vocabulary learning as knowing the primary meaning of new words. Other problems were about the learners who have low ability and motivation in mastering vocabulary. The low ability of mastering vocabulary is because learners are difficult to memorize new vocabulary, pronounce the word correctly and write the word in correct spelling. They can remember new words given from the teacher for about one week, it can be shown when the teacher asks the learner about the vocabulary given one week ago, learners are difficult to say. Their average score of assignment is below 65. The low motivation can be seen in learners' attitude. When teaching learning process

occurs, some learners pay attention to the teacher, and the rest of them are silent whether they understand or not. It happens because the ability of learners are also varied. The teacher usually feels confused when some learners do not understand the lesson because they have few vocabulary glossaries so they will ask the teacher. It certainly can disturb others learners who have understood well.

Based on those problem above, the researcher thinks that there must be a new strategy or media, to reduce or even solve the problem which improves learners' vocabulary mastery. The researcher tries to apply cooperative learning method to overcome the varied ability of the learner. According to Beth Lewis in the article "Cooperative Learning" states that cooperative learning is a form of active learning where learners work together to perform specific tasks in a small group. Teacher should be careful to give some assignments to the each group so that the heterogeneous structure brings learners strength to the group effort.

It is ordinarily stated that cooperative learning is the best option for all learners because it emphasizes active interaction between learners of diverse abilities and backgrounds and demonstrate more positive learner outcomes in academic achievement, social behavior, and effective development (Tsailing Liang, 2002). In a previous study done by Donald R. Paulson and Jennifer L. Faust in their article entitled said that the term "Cooperative Learning" covers the subset of active learning activities which learners do as groups of three or more, rather than alone or in pairs.

Based on the explanation above, the researcher is interested in using cooperative learning as the way to solve varied ability of the learners'. The

researcher offers the method, which is *make a match* strategy. The researcher chooses *make a match* strategy because it is one of cooperative learning technique. In *make a match* strategy, the learner will experience learning english in game using card. In procedure of *make a match* strategy, learners are matching the cards that content of picture and the name of the picture or activity. Learners have to look for their appropriate answer as the card they get. In Tarmidzi R (2009), *make a match* strategy is adapted from Lorna Curran (1994). *Make a match* strategy contains fun elements so learners feel joyful in learning language.

1.2 Statement of The Problem

According to the background of the study above, the general problem of this study is “How does ‘*make a match*’ strategy improve vocabulary mastery to the fifth grade learners at SD Muhammadiyah 2 Gresik?”

1.3 Objective of The Study

Related to the problem mentioned above, the objectives of this study is to find out how “*make a match*” strategy improves vocabulary mastery at SD Muhammadiyah 2 Gresik.

1.4 Significance of The Study

The result of this research hopefully gives the benefit contributions in the teaching and learning, especially teaching vocabulary. Bellows are both theoretical and practical aspects.

- **Theoretical significance**

This study will give contribution to the development of teaching vocabulary in school. This also can contribute to the theory of the use of *make a match* strategy. It can give an alternative learning in teaching vocabulary. Then, teacher can solve the problem in teaching vocabulary for elementary learners.

- **Practical significance**

The result of this study is useful for teacher, learners and school. This study can also make teaching English vocabulary more fun, interactive, interesting and enjoyable to motivate learners to improve their vocabulary mastery. This study also can give evidence about the effective teaching vocabulary using *make a match* strategy. This study can be used by the teacher to provide a better strategy for teaching vocabulary in elementary. The researcher also hopes that the result of this study can be useful for the readers who are interested to analyze English teaching vocabulary.

1.5 Scope and Limitation of The Study

The scope of this research is the participants from SD Muhammadiyah 2 Gresik on 5th grade in the school year 2011-2012, focuses on mastering vocabulary. The researcher chooses 5 B class which consists of 32 learners in the class, 16 females and 16 males. The researcher will examine them about their mastery in vocabulary by *make a match* strategy. The researcher will give

limitation of the vocabulary material about healthy life and animals. This material appropriates with the syllabus. It is widely accepted that vocabulary teaching should be part of the syllabus, and taught in a well-planned and regular basis (Moras, 2001). The strategy will use card where there are two kinds of cards, first cards consist of picture and another cards consist of the name of the picture. It needs to be underlined that the model of card can be modified as the need to make it various. Learners will enjoy the strategy because they will work cooperatively with their group or work individually but it does not lose the fun of learning. By doing this activity, the researcher means to make learners easy to memorize vocabulary. The researcher conducts an action research in a cycle. If the first cycle is successful, it does not need to conduct the second cycle. In one cycle will consists of seven meetings, they are; one meeting is for giving pre-test, four meetings are for applying *make a match* strategy, one meeting for post-test, and one meeting is for distributing questionnaire.

1.6 Definition of Key Terms

It is necessary for the researcher giving the definition of key term in order to avoid misunderstanding and misinterpretation so the researcher would like to describe the key terms related to the study:

- Vocabulary is the set of words of healthy life and animals within a language that are familiar to the fifth grade of learners at SDM 2 Gresik.
- Cooperative learning is a form of instructional strategy based on the human intuition of cooperation with another.

- *Make a match* strategy is a strategy to engage the learner in active learning, which learner grouped and they must find their match using card. There are three kinds of cards, first cards consist of picture, second cards consist of the name of picture and the third cards consist of picture and the name of the card. Learners are divided into groups and each learner gets card and they have to find the match of picture and the name.