

## **CHAPTER I**

### **INTRUDUCTION**

This chapter covers the background of the study, problem of the study, objective of the study, hypothesis of the study, assumption of the study, significance of the study, Scope and limitation of the study, Variable of the study, operational definition, and frame work of discussions.

#### **A. Background of the study**

English is one of the international language that is used by many people in the world and in many areas of everyday life. Therefore, using english is the easiest way to communicate with people from other countries about many aspects in human life such ass Technology, Economy, Social, and Politics. Therefore, english as a language in international communication is clearly needed by many learners to deliver thought and interact in a variety of situation. For Indonesian, english is a foreign language. english was taught at schools from elementary school up to university. English is considered as a difficult subject for the Indonesian students, because English is completely different from Indonesian language being look at from the system of structure, pronunciation and vocabulary. English teaching involves of four language skills, they are Listening, Speaking, Reading and Writing. In teaching and learning a language, there are four aspects that support four language skill above such as : grammar, vocabulary, spelling and pronunciation that are also taught in English teaching and learning process. Reading, listening, writing, and speaking skill need a wide vocabulary

acquisition. The acquisition of vocabulary becomes the most important part in learning foreign language. It is fundamental of a language because vocabulary has a significant role in the communicating process. The communicating will succeed or not it depends on the accurate vocabulary understanding. Students cannot listen, speak, read and write well if they do not know vocabulary well. They cannot do anything with four skills if they do not know vocabulary and any single words well. Vocabulary is one of the important aspects in teaching language, as stated by Edward in his book, "Vocabulary is one of the important factors in all language teaching, students must continually be learning words as they learn structure and they practice sound system"<sup>1</sup>

Vocabulary size is a more important factor for second language learners. Because, we should be master in the vocabulary size to make it easy to study in every skill of English. For second language learners to achieve fluency in English, they need to gain at least 5,000 words, preferably 10,000 words.<sup>2</sup> In order to understand 95% of text, readers have to know at least 4,000 word families, including 2,000 high-frequency words, 570 general academic words, at least 1,000 technical words, and proper low-frequency word families.<sup>3</sup>

One thing that may not be neglected in teaching and learning English for foreigners is to teach vocabulary because without knowing vocabulary people

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<sup>1</sup>Edward, David Allen and Rebecca M, Vallete. *Classroom Technique. Foreign Language and English as a Second Language*, (New York: Harcourt Brace Javanovich 1997).

<sup>2</sup>Muhammad Rochman, "The Implementation of the 5E Model Stages to Build Students' Vocabulary", *Jurnal on English as a Foreign Language*, V (2), 2012, p.25

<sup>3</sup>*Ibid.*, p.32.

cannot communicate with each other. Success and failure in learning English as a foreign language may be evaluated by the progress of students in language acquisition and cultural understanding and in development of a positive attitude toward language learning. However, the most important factors depends on the basic procedure being used by the teacher. A good method can be useless in the hands of a teacher who does not know how to use it; a good teacher can be ineffectual with a poor method.

In English teaching, a teacher has to think a suitable with subject material and how to apply it in a classroom. Teacher should be creative to teach this subject in various ways and stimulate learners in order to feel comfortable in teaching learning process. While the facts on the ground if the students have difficulty in understanding the meaning of a word in teaching learning process, teachers often apply several ways:

1. Told the students looked up the word in the dictionary.
2. Inform the meaning of the word directly.

While the effect of that ways will give bad result for the students, because :

1. Only some students has dictionary.
2. The student becomes dependent on dictionary rather than on understanding the context of the word.
3. Students often wait on the meaning of the word comes from the teacher.

View the fact in the field and observed to nature of the student who still likes to play, so that can make them difficult to concentration on teaching learning

process, teachers should be able to make students interested in learning specifically remember well and concentrate on the vocabulary provided. There are many ways in teaching and learning English as a solution for teacher's problems. Exactly, He Or She usually uses the easiest and simplest ways in teaching and learning process. In the classroom, teacher usuall gives simple words and using media aids to give an alternative technique of teaching and learning process. If we wish to think and communicate more effectively, we must increase our vocabulary and improve your word using skill. There are many methods in improving vocabulary such as, by using song, pictures, games, etc. The best way to develop rich vocabulary is to have reach experiences travel, going to movie, plays, and concerts, seeing things, meeting people, listening to good conversation, and selecting going television broadcast.<sup>4</sup> The success of using a method is a success of teaching learning process that function is to determine quality of education.

In this case, the writer chooses talking stick as a method to teach vocabulary. The reason why the writer chooses talking stick method, because using talking stick in general learning used to young learners, especially relate to the memorization. Besides, the reason why writer choose talking stick method, because the teacher never used it before. Then, Using Talking Stick Method as aids can give a great help to the teacher in the class. The students will not always be successful in learning english just by listening to the explanation from the

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<sup>4</sup>Nana Sujana, *Metode Statistika : The world book student hand book*, Chicago : Child craft international, Inc, 1978, P.82.

teacher or by reading many books. Therefore, in this study the writer chooses talking stick method as teaching aids in teaching vocabulary to the eleventh grader of MAN Model Palangka Raya.

Talking stick method is simple but very useful. The learner have fun during the lesson. It hoped that this way can help teacher makes their learner interest in learning. Then, it also can comprehensible by the students, simple and easy, and of course if we change at the certain time so that still up to date it doesn't make the student bored.

Based on the result of the pre-observation at MAN MODEL Palangka Raya the writer found some problems concerning the students' English vocabulary size at MAN MODEL Palangka Raya's student. There are students' vocabulary size is low, students in the class still have difficulties in mastering basic English vocabulary, many students tend to keep themselves in the teacher asks them to say basic English vocabularies which has given by the teacher in the previous meeting, and the students are reluctant and discouraged to speak in target language. Besides that, the writers choose the subject, because they has learn about part of speech especially about noun, verb and adjective.

The writer also found the reasons contained in the system of teaching. English language teachers of MAN MODEL Palangka Raya that makes the students didn't interested on teaching learning process, as follows:

1. Teachers do not use interesting media in teaching English.
2. Teachers never use Talking stick method to teach english lesson.

3. Teachers are use classical methods just so students are less interested in learning English.

The students are afraid to learn English, it happens because they do not have many vocabularies. The students are still passive in the class; it makes the student's lack of vocabulary. So that it is hard for them to achieve the target of teaching learning.<sup>5</sup>

Based on their explanation above, the writer is interested in applying *Talking Stick method* as a technique of cooperative learning method that can improve the students' cooperation with other students. Talking Stick method as one of the Cooperative Learning technique requires students-centered. The role of teacher in this learning process is just as a facilitator, not as a main-source of knowledge. *Talking Stick method* will help students in learning vocabulary by using Talking Stick Method in *MAN MODEL PALANGKA RAYA* On the title : ” **The Effectiveness Of Talking Stick Method Toward Vocabulary Size At 11<sup>th</sup> Graders Of MAN Model Palangka Raya 2015/2016**”

## **B. Problem Of The Study**

Based on the background of the study above, the writer formulates the problem, does Talking Stick method give effect in Teaching vocabulary size at 11<sup>th</sup> Graders of MAN Model Palangka Raya ?

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<sup>5</sup>Based on pre-observation and experience when teaching practice

### **C. Objective Of The Study**

The general purpose of this study is to measure the effectiveness of Talking Stick Method in teaching Vocabulary size gained by the eleventh Grade of MAN Model Palangka Raya.

### **D. Hypothesis**

In this study there are alternative hypothesis (Ha) and null hypothesis (Ho).

#### 1. Alternative hypothesis (Ha)

There is a significant effect of Talking Stick method toward vocabulary size at 11<sup>th</sup> Graders of MAN Model Palangka Raya 2015/2016.

#### 2. Null Hypothesis (Ho)

There is no significant effect of Talking Stick method toward vocabulary size at 11<sup>th</sup> Graders of MAN Model Palangka Raya 2015/2016.

### **E. Assumption**

There are two assumptions in the study. The assumption as follow:

1. The method can improve students vocabulary size at 11<sup>th</sup> Graders of MAN Model Palangka Raya 2015/2016.

2. The Talking Stick methods give effect toward vocabulary size at 11<sup>th</sup> Graders of MAN Model Palangka Raya 2015/2016.

### **F. Significant Of the Study**

The study is expected to have both theoritically and practical contributions. Theoritically, this study is expected to supports the theory of teaching method using talking stick methods in teaching vocabulary of EFL clasess. Practically, the

result of the research can be used an input for english teaching learning method, especially for teaching vocabulary size in senior high school. Also the result of this study gives empiric data on the students' progress in vocabulary.

### **G. Scope and Limitation**

This study belong to an experiment research study focuses. Only the eleventh grade students of MAN MODEL Palangka Raya as the sample of the study and it is consist two class and the number of population are 69 students per two class. The study belongs to quasi experimental study. It is only to measure the effectiveness of talking stick method, especially the effect of using talking stick to enchace vocabulary size with the material based on the standard competence of MAN MODEL Palangka Raya for the eleventh grade students.

The writer's limitation in the study is focused on the use of Talking Stick Method in teaching Vocabulary size. The study limits to the 11<sup>th</sup> the Graders of MAN Model Palangka Raya 2015/2016. Based on the syllabus of MAN Model Palangka Raya especially to XI on semester 1 that will focus on noun,verb and adjective because this class has lower more in English vocabulary.

### **H. Variable of the study**

According to Arikunto, variables are the object of the research<sup>6</sup>. There are two variables in this study, as follows :

Independent variable : Talking Stick method used in teaching vocabulary size (X)

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<sup>6</sup>Suharsimi Arikunto, *Prosedur Penelitian : Suatu Pendekatan Pratek*, Jakarta : PT. Rineka Cipta, 2002, p.96



X<sub>1</sub>: Experiment group is the group where used Talking Stick method to teach vocabulary size.

X<sub>2</sub>: Control group is the group where Talking Stick method will not be applied.

Dependent variable : The students' vocabulary size (Y)

### **I. Operational definition**

1. Effect is change produced by a treatment.<sup>7</sup> in this study, Effect means to measure of one variable effect (Independent Variable) on another variabe (Dependent variabe) or simply it can be said that the cause variable produces a change in the effect variable. It concerned with testing to establish cause and effect realishionship. So it can be conclude that effect is a change variable because a treatment given.
2. Talking Stick Method : Talking Stick Method is a method in the learning process by a stick. The student who gets the stick must answer the questions by the teacher after read the topic.<sup>8</sup>
3. Vocabulary : in the Oxford Advanced Learner Dictionary book<sup>9</sup>, there are three definition of vocabulary;
  - a. Vocabulary is total number of words that make up language.

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<sup>7</sup>A.S. Hornby, Oxford Advanced Learner's Dictionary of Current English, Fifth Edition, New York: Oxford University Press, 1995, P.369

<sup>8</sup>Nasih, Ahmad Munjin and Kholidah Nur Lilik (2009). *Metode dan Tehnik Pembelajaran Pendidikan Agama Islam*. (Malang: PT. Refika Aditama),p.36

<sup>9</sup>Hammam (2003). *Essential Vocabulary in English*. Salatiga: STAIN Salatiga

- b. Vocabulary is a body of words known to a person or used in a particular book, subject, etc.
  - c. Vocabulary is a list of words with their meaning, especially one which accompanies a textbook of foreign language.
4. Vocabulary size : vocabulary size is component of language.<sup>10</sup> Vocabulary size is the number of words that a person knows.<sup>11</sup> Even Mackey said that the total of word which uses in communicate in daily life is only about 2000 word. And Mackey also said that the limited of people is depends on their education level. the learners need to know about 3000 or so high frequency words of the language. In this study the vocabulary means function and content.

## **J. Frame work of Discussion**

To understand more about this proposal, this study will be divided into three chapters as follow:

Chapter I : introduction that consist background of the study, problem of the study, objective of the study, hypothesis, assumption, significant of the study, scope and limitation of the study, variable of the study, operational definition, frame work of the discussion.

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<sup>10</sup> Yusran Yora, *Develop your Vocabulary Grammar and Idiom*, Yogyakarta : Pusaka Pelajar, 2007.p.1

<sup>11</sup> Lecture notes, Vocabulary size, (online) URL : <Http://engres.ied.edu.hk/vocabulary/vocabulary2-3.html> (Accessed on Juny, 21nd 2016)

- Chapter II : It is about theoretical review of the study that consist related study, cooperative learnig, vocabulary, Vocabulary size, teaching vocabulary, the importance of vocabulary, talking stick method, the strenghts and the weaknesses of talking stick method, test of vocabulary, quasi experimental design,definition of T-test.
- Chapeter III : This chapter discusses about research methodology consist research type, research design, variable of the study, population and sample, research instruments, data collection, research instrument try out, data analysis.
- Chapter IV : The presentation of Data, Testing Normality and Homogeneity, Testing Hypothesis using  $T_{test}$ , Testing Hypothesis using One sample  $T_{test}$  , Interpretation and Discussion.
- Chapter V : Conclution and Suggestion.