

## CHAPTER I

### INTRODUCTION

#### A. Background

English learning in Indonesia is counted still lower especially about asset of vocabulary knowledge. Many Indonesian learners have low interest to learn vocabulary which makes them leisurely master English. Meanwhile, vocabulary is an important element that language learners have. Vocabulary is quantity of words in a language or vocabulary or amount of words including their meanings.<sup>1</sup> In other hands, vocabulary is a supply of words that will be used by someone; group or profession<sup>2</sup>. Vocabulary plays a really important role in language learning. So, the definition of vocabulary is a group of words which have meanings that will be used by a person in communication. Vocabulary knowledge is often viewed as a critical tool for learners because a limited vocabulary will complicate the accomplishment of successful communication. Lexical knowledge is central to communicative competence and to the acquisition of a second language.<sup>3</sup>

Vocabulary is one of English sub capabilities that must be taught to the students due to the fact vocabulary has an essential position for all language skills. To easily learn of English, students have to know many vocabularies, a word can be defined as the smallest meaningful unit of language and no one is able to define meaning of a word clearly with satisfactory definition. More vocabularies will be easy to understand the discussion or the others writing on language, it is easy for

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<sup>1</sup>Hornby A. S, *Oxford Advanced Learner's Dictionary of Current English* (London: Oxford University Press, 1995).p 2

<sup>2</sup>Hatch E. M. and C. Brown, *Vocabulary Sentence and Language Education* (Cambridge: Cambridge University Press, 1995).p.3

<sup>3</sup>Schmitt, N, *Vocabulary In Language Teaching* (Cambridge: Cambridge University Press, 2010).p.3

students tell their minds on spoken and written. Students must study about vocabularies, because it will help them easily study English language<sup>4</sup>.

Vocabulary is the vigor of any language. Without wide vocabulary knowledge, even those who show mastery of grammar might experience the fail to communicate. Many lessons about foreign language learners know the feeling of not being able to remember the right in a conversation because of the limited range of vocabulary they know. On the other hand, vocabulary is something that can help students to compose sentences by appreciates them in a meaningful ways.<sup>5</sup>

When vocabulary meanings are given in a reading text, their differential effectiveness for comprehension and vocabulary learning may be predicted on the basis. of cognitive load theory demonstrated that some learning materials may impose an unduly high cognitive load on learners through a split-attention effect, which occurs when learners must split their attention between and mentally integrate multiple sources of information.<sup>6</sup> In this study, the researcher analyze is the influence of STAD will use vocabulary (adjectives).

Actually, the teachers can use many methods in teaching vocabulary in the classroom to improve the students' vocabulary; they should use a variety of methods in learning. Method is a good way to increase the students' motivation and understanding in learning. Students may draw their own meaning from these experiences while learning from their mistakes and also from each other. They also enjoy, interest in the classroom. So that it can stimulate and motivate the learners to learn new vocabularies.<sup>7</sup>

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<sup>4</sup>Visnja Pavicic Takac, *Vocabulary Learning Strategies and Foreign Language Acquisition* (Clevedon: Multilingual Matters, Ltd, 2008), p.5

<sup>5</sup>SezenTosun, *The Effects Of Blended Learning On EFL Students' Vocabulary Enhancement* ( An International Conference on Teaching and Learning English as an Additional Language, Antalya – Turkey), p.1

<sup>6</sup>Alexander seeshingyoung, *Cognitive Load and Learner Expertise: Split-Attention and Redundancy Effect in Reading Comprehension Tasks With Vocabulary Definitions* ( The Journal of Experimental Education) University of Western Sydney , Macarthur , 01 Apr 2010.p.1

<sup>7</sup>Indah Fachriyani, AnFauziaRozaniSyafe'i. *Using Karuta Game In Teaching Vocabulary For Young Learner* (Universitas Negeri Padang, 2018). p.33

Cooperative learning methods in general have proved to be effective in improving learners' perceptions of learning, but the implementation of these cooperative learning structures and methods is considered challenging.<sup>8</sup> STAD is a successful in learning because it is very useful to improve student vocabulary skills, the students can work together to practice their language ability. in which ,they can change and share information ,reinforce each other, give feedback and they are also responsible for their answers group .<sup>9</sup> Cooperative learning results in many benefits to students, including increased academic achievement, greater self-esteem, improved race relations, and greater acceptance of children who have been mainstreamed into regular classrooms.<sup>10</sup> While in vocabulary skills, there are many method that can be used.one of them is STAD .students team achievements division (STAD) is one of the set of instructional technique. Developed and researched by slavin at jhon shpkins university .slavin stated that in book “one the oldest and most extensively researched from cooperative learning is “student’s team achievement division”.

In STAD , the researcher has presented a lesson , the student in groups of four or five ,after that work on the study worksheet .each student takes a quiz the material .team score is calculated based on the degree of the student improvement over their past performance .this letter element is cardinal component of slavin . Method that stress the signifance of rewarding student in manner calculated to improve their motivation to learn and their sense of accomplishment.<sup>11</sup> therefore , the researcher is interested in applying the student team achievement division( STAD) technique to analysis influence vocabulary mastery and to provide practical and

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<sup>8</sup>Ghada Awada, Jack Burstson and Rosie Ghannage, *Effect Of Student Team Achievement Division Through WebQuest On EFL Students'Argumentative Writing Skills And Their Instructors' Perceptions*”( Departement education,( 2019)) p.3

<sup>9</sup>Tri bahana putra,” *Improving The Students Reading Comprehension Through Students Team Achievement Division (STAD)*“ (Eeducation Faculty Sembilan Belas November Universty Kolaka.2019) p.2

<sup>10</sup>Leslie R. Nath a, Steven Ross a & Lana Smith, *A Case Study of Implementing a Cooperative Learning Program in an Inner-City School*” (The Journal of Experimental Education)The University of Memphis14 Jul 2010.p.117.

<sup>11</sup>Ivy geok –chin than,slomosharan,Christinekim-eng –lee, “*Group Investigation and Student Learning an Experiment an Singapore ,Schools* “ ( Marshal Canvendish Academic 2006) p.7

theoretical solution on the teaching of vocabulary in general and particular in SMKN 2 Bone.

Based on the problems and the proposed solution above, the researcher would like to conduct an action research entitled “*Analyzing the Influence of Student Team Achievement Division (STAD) On Vocabulary Mastery Study at Tenth Grade of SMKN 2 Bone.*”

## **B. Problem Statement**

Based on the background of the study above, the researcher formulates problem statement as follows:

How is the influence of students team achievement division (STAD) on vocabulary mastery?

## **C. Definition of terms**

### - Analyzing

Analysis is a difficult job, it requires hard work. There is no specific way that can be followed to conduct the analysis, so each researcher must find his own method that feels suitable for the nature of his research. The same material can be classified differently.<sup>12</sup>

### - Influence

Influence is the power that arises from an object or person as well as internal symptoms that is can make a difference to what is around it.<sup>13</sup> And a power or strength that arises from something, be it a person or thing and everything that exists in nature.

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<sup>12</sup>Sugiyono, “*Quantitative and Qualitative Approach To Educational research methods*” (Bandung, 2014) p.89

<sup>13</sup>Surahkmad dan Winamo, *Introduction To Teaching And Learning Interactions, basic Techniques and Teaching Methodology* (Bandung: Tarsito 1982) p.7

- STAD (student team achievement division)

STAD operates on the principle that students work together to learn and responsible for their teammates' learning as well as their own, and emphasizes having team goals that is dependent on the learning of all group members.<sup>14</sup>

- Vocabulary mastery

Vocabulary means all the words which exist in a particular language or subject. Achievement is something very good and difficult that you have succeeded in doing.<sup>15</sup>

Vocabulary is an important element in language, without which we cannot communicate effectively. Vocabulary is a component of language which contains all about information about a meaning and the use of words in language. And as a set for each word that a person or all words might use to compose a new sentence. And in general this vocabulary is common for us to use in our daily lives.

Skill: the ability to do something well<sup>16</sup>

There are several types of vocabulary in the teaching of English, namely vocabulary nouns, verbs, and adjectives. in this case the researcher chose adjective as subject in the study , Adjective is defined as a word which describes or gives more information about noun or pronoun. Adjective describe nouns in term of such qualities and size, color, number and kind.

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<sup>14</sup>Ghada Awada, Jack Burston & Rosie Ghanna, "*Effect of Student Team Achievement Division Through WebQuest on EFL Students' Argumentative Writing Skills and Their Instructors' Perceptions*" (Departement Education, 07- 02 -2019) p.97

<sup>15</sup> Cambridge Dictionary. <https://dictionary.cambridge.org/dictionary/english/achievement>. Accessed on March 20<sup>th</sup> 2020.

<sup>16</sup>Jhon eastwood,oxford leaner's pocket dictionary,ed by victoria bull, fourth edi (New York: Oxford Unvercity Press 2008) p.414

#### **D. Objective and Significance of the Result**

Based on the problem statement above, the objective of the research is analyzing the influence student's team achievement division on vocabulary mastery the tenth grade of SMKN 2 bone.

The result of this study is expected to provide these following benefits:

- 1) Theoretically, this research is expected to be a good reference to know the influence of student's team achievement division (STAD) personality of students toward vocabulary mastery .
- 2) Practically, this research is expected to be one of the sources of knowledge and information for all people:
  - a. For the teacher, provide information and make references for teachers, so that teachers can provide a varied learning model to improve the activeness of students learning outcomes in learning activities.
  - b. For the students, this research is expected to help students to be aware about the influence about the vocabulary. Therefore, they can get the best way to solve their problems in vocabulary performance. It is hoped can grow motivation for students to learn stronger and make it easier to understand.
  - c. For the next researchers, this research will be as a comparative study for reference materials.this study as a learning resource for researchers and adds to the research knowledge on cooperative learning models of this type STAD.

#### **E. Previous related research findings**

The research has been conducted previously by nurulfitria sari with the title "the use student's team achievement division (STAD) is improving the student's vocabulary mastery at the fifth grade SD Negeri tugu 120 jebres Surakarta. Research findings show STAD can improve the students' vocabulary mastery and the class

situation. The students' vocabulary mastery includes: The students' achievement also increased. The improvement of the students' achievement could be seen from the mean scores of each indicator in vocabulary. In the pre-test, their mean scores were 73 for meaning, 56 for pronunciation, 70 for spelling, and 48 for using words. In cycle I their mean scores of each indicator increased to be 76 for meaning, 69 for pronunciation, 75 for spelling, and 63 for using words. In cycle 2 the increasing mean scores could also be seen such as: 84 for meaning, 76 for pronunciation, 80 for spelling, and 73 for using words. Based on the result, therefore, it is recommended that the English teacher should use STAD because it can create comfortable situation in learning process thus it makes teaching and learning process more alive.<sup>17</sup>

A research also has been conducted previously by Citra PuspitaTamara, with the title "The Use of STAD Technique to Improve the Students' Reading Achievement, The result of this study shows that STAD technique as cooperative learning model can improve the students' reading achievement. It is reflected from the improvement of students' score of reading test in every cycle, in which, at the first cycle, the total number of students who can get the score of 65 is 18 students or 56.3% of 32 students, with the mean score is 62.2. Moreover, after conducting the first cycle, two problems that identified in the preliminary research can be treated well in which students can find detail information from reading text and they can determine the generic structure of the narrative text. Nevertheless, the target of students' reading achievement has not achieved yet and there are some problems that have not been treated well. Thus, this study is continued.<sup>18</sup>

Research has been conducted previously by widya asriwulandari, which the title" using student team achievement division( STAD) TO improve writing ability, Students Teams Achievement Divisions (STAD)method was chosen to improve the

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<sup>17</sup> Nurulfitriasari ,*The Use STAD (Student Team Achievement Division) Improving Vocabulary Mastery* (English Department Teacher Qualification Faculty Sebelas Maret University Surakarta (2012)

<sup>18</sup>Citra puspitatomra," *The Use of STAD Technique to Improve the Students' Reading Achievement*" (Universitas Muhammadiyah Kendari, (2017)

students' writing ability in writing recount text because STAD method could attract the students' interest by giving a reward to the students in the end of meeting. Then, the researcher also wants to introduce about cooperative learning method to the students through STAD method. His research was aimed to find out whether STAD method could improve the students' writing ability. This research was a Classroom Action Research (CAR) which consisted of three cycles, two meetings in each cycle. The research finding showed that STAD method could improve the students' writing ability, the improvement could be seen from pre-test with average score was only 44,3 (Moderate) and posttest-three increased to 70,6 (Good). This research was an Classroom Action Research (CAR) which consisted of three cycles, two meetings in each cycle. d). STAD method was attracted and motivated the students in learning writing. It also helped the students to build their confidence and became more active in achieving their objectives. STAD method could improve the students' writing ability in writing recount text.<sup>19</sup>

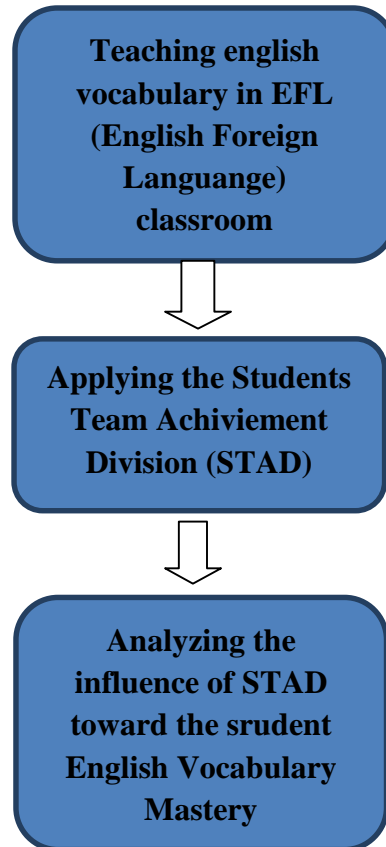
Referring to previous findings above indicates that there are many ways to improve the students using method STAD for writing, vocabulary, and reading. Each method has special characteristic different with others but generally the aim is to increase the students English. The researcher decides to take to analyze student team achievement division on vocabulary. The researcher will know influence student team achievement division (STAD) in vocabulary lesson.

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<sup>19</sup>widyaasriwulandari ,which the title" *Using Student Team Achievement Division (STAD) To Improve Writing Ability*" (English Education Study Program Teachers Training and Education Faculty Riau University 2015).



## F. Conceptual framework



The first step, teaching English vocabulary in EFL (English foreign language) classroom, the second step, applying the student team achievement division, lastly, about analyzing the influence of STAD toward the student English vocabulary skill.

## G. Methodology

### 1. Research methods

The method of this research apply is descriptive qualitative with case study approach. The method of this research is qualitative .it based on the research focus to analyze the implementing of students team achievement division (STAD) method of practice toward vocabulary .qualitative has the natural setting as direct source of data researcher is the key instrument ,and is decorative, the data collected i the form of word of pictures rather than number,

research is connected with process rather than simply with outcomes or products, qualitative research tends to analyze their data inductively.<sup>20</sup>

## 2. Location

This research took place in SMK NEGERI 2 BONE, Jl. Sungai Musi 4 km, Sub. District Tanete Riattang Timur, Regency. Bone.

## 3. Sample of Research

The sample of this research took students in SMKN 2 BONE at the tenth grade by using purposive sample<sup>21</sup>. Purposive sample is a sampling method where the researcher consciously decides who to include in the sample.

The sample takes two class from the tenth grade of SMKN 2 Bone, X TM 2 consist of 20 students and X TGB consist of 10 students, then the researcher conducted interviews with as many as 3 students in one class, the reason is that some students are believed to have good basic vocabulary and some students have low English proficiency especially in vocabulary.

## 4. Instrument

Instrument is method research tool used in research to collect the data. The researcher needs some instruments. The instruments which is used in this research is interview the researcher have done an interview with as many as 6 students and to answer the problem statement how is the influence students team achievement division on vocabulary mastery and the researcher used objective observation, objective observation are made based on the state of a single real object observed directly.

## 5. Procedure of Collecting Data.

### a. Observation

That through observation, the researcher learned about behavior and the meaning attached to those behaviors. Observations enable the researcher

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<sup>20</sup>Anita rahman ,isry laila syartoh, “*The analysis Of Students team Achivement Division ( STAD) Learning Praticce Of Translating And Iinterpreting*” ( STKIP Siliwangi bandung ,2015) p.76

<sup>21</sup>Nasution, “*Method Research, the second edition*” (Bandung: Jemmars, 1987) p. 165.

to gather data on the physical setting, human setting, interactional setting, and program setting by doing observation, the researcher could see and know the students' in vocabulary skills used Student Teams-Achievement Divisions (STAD) method.

b. Interview

Interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic. In this research, researcher the interview with the representative students to ask more about Student Teams-Achievement Divisions (STAD) method used in vocabulary .<sup>22</sup>

6. Technique of Data Analysis

The researcher used qualitative method to know students behavior during the teaching learning process. Thus, the researcher collected data by using students observation and interview to explain the enhancement of subject in teaching learning process. In this research, the researcher is conducted into two phases based on the data collection to analyze the data. In the first phase, the researcher analyzed the data of observation from participants that collected in each meeting. The next step is the researcher analyses the participants answers from interview section. The interview is collected on recording has become narration form to make easier the researcher in analyzing the data. The interview section have done in order to obtain in-depth information about what extent the participants achieve, the transfer of learner metacognitive strategies in learning, method used Students Team Achievement Division (STAD) in vocabulary of the participants.

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<sup>22</sup>Anita raman,isry laila sytroh, “ *The Analysis of Students Team Acvhiement Division Used In Interpreting And Translation* “ ( STKIP Siliwangi Bandung (october 2015 ) p.77