CHAPTER I
INTRODUCTION

This chapter discusses about background of the problems, formulation of the problems, objective of the research, uses of the research, scope, and definition of terms.

A. Background of the Problem

Teachers play an important role in fester the intellectual and social development of children during their formative years. The education that teachers impart plays a key in determining the future prospects of their students. Whether in preschools or high school or in private schools, teachers provide tools and environment for their students' to develop in to responsible adults.

Teachers act as facilitators or coaches, using classroom presentations or individual instruction to help students learn and apply concept in subject such as science, mathematics, or English. They plan evaluate, and assign lessons: prepare, administer, and grade test: listen to oral presentation and maintain classroom discipline. Teachers observe and evaluate students, performance and potential and increasingly are asked to use new assessment. For example, teachers may examine a portfolio of student's artwork or writing in order to judge the students' over progress or teaching learning progress with game. According to Clark and Clark (1977) in Fauziati (2002: 171), *"elementary school students are who still likes playing."* So, the teachers are expected to be imaginative and creative in developing their teaching technique to make the English lesson more interesting. They then can provide

additional assistance in areas in which students' need help. Teachers also grade papers, prepare report cards, and meet parents and school staff to discuss student's academic process or personal problems.

Many teachers' use a "hand-on" approach that uses "props" or "manipulative" to helps children understand abstract concepts, solve problems, and develop critical thought process. For example, they teach the concepts of numbers or of addition and subtraction by playing board games. As the children get older, teachers use more sophisticated materials, such as science apparatus, cameras, or computers. They also encourage collaboration in solving problems by having students work in groups to discuss and save problems together. To be prepared for success later in life, students must be able to interact with others, adapt to new technology, and think through problems logically.

The language used to talk to young children is universal, talking about "here and now". It means that the first vocabulary which should be mastered by the young children is from the object around them and which is real (now). Young children cannot imagine abstract things or last event. While adults talk about the objects, children are interested in their names, their properties, and relation between objects.

Most elementary school teachers instruct one class of children in several subjects.
In some schools, two or more teachers work as a team and are jointly responsible for a group of students in at least one subject. But, in the other schools, a teacher may teach one special subject- usually music, art, reading, science, arithmetic, or physical education to a number of classes. A small but growing number of teachers instruct multilevel classrooms, with students at several different learning levels. Playing is an interesting phenomenon to the teacher's attention. Learners are challenged to know more about it. One of the reasons is because they

know that teaching learning process through playing makes the students easier to get and to improve their knowledge, especially vocabulary.

The teacher should have system, organize and plan the lessons, use familiar situation and familiar activities so the children have on amazing ability to absorb language through play and other activities which they find enjoyable. Students of course could not improve their vocabulary unless they are interested in words. The teacher must be creative and imaginative to make the students interested in learning the English lesson by choosing a teaching technique which is suitable for the students.

In recent years, site-based management, which allows teachers and parents to participate actively in management increasingly involved in making decisions regarding the budget, personnel, textbooks, curriculum design, and teaching methods. The teaching method in the children is different from teaching adults. According to Haskew and Mc. Lendon (1968) in Sutopo (2000: 9) *"teaching in action to increase the adds that potential learners will learn."* Children are easily getting bored when they are learning something, especially for IV A students in SD Negeri 8 Gedung Air, Tanjung Karang Barat, Bandar Lampung.

Basically, teaching English in SD Negeri 8 Gedung Air, Tanjung Karang Barat is the same as the other Elementary School; it is relevant with curriculum KTSP (Kurikulum Tingkat Satuan Pendidikan).

SD Negeri 8 Gedung Air, Tanjung Karang Barat, Bandar Lampung is one of the schools which use active learning method. It is located on Imam Bonjol street Gedung Air Bandar Lampung. Here, there are two English teachers in this school. Besides, it is one of State Elementary Schools in Bandar Lampung and English is the main subject in this school. Because of the important of mastering vocabulary in learning English, some teachers in this school put emphasizes of English subject in first semester on teaching vocabulary. In each meeting the teacher drills the students with 10-20 vocabulary and does evaluation "TKBB"

(Tes Kemampuan Belajar Bulanan) in once month. Besides, SD Negeri 8 Gedung Air, Tanjung Karang Barat, Bandar Lampung used active learning method which is the materials for example are: (1) Teaching writing using drawing and sticking methods, (2) Teaching speaking using drama, (3) Teaching reading using incomplete short story, (4) Teaching listening using song, and the last (5) Teaching vocabulary using playing games "quick skill" and "I am a …." (It's name of games). For example: "I am a banana" (aku adalah pisang). In this game the students practice to take a banana, after that they must eat it with the other friends.

From the discussion above, the researcher is interested in carrying out a research dealing with mastery of vocabulary. The students' mastery of vocabulary will encourage them to have good language skills. Therefore, in this research, the writer as the teacher brings forward the way of teaching English vocabulary using Montessori Method.

By using this method which has been practiced in two years, the students' capability in (speaking, writing, listening, reading, and especially vocabulary) increases. In here, we know about knowing word. According to Marely, word is:

> *"The process of learning a new word that in here the teacher and students can define word, know about the common mistake that made when defining words, and the teacher and students can define words effectively."*

Based on simple observation in SD Negeri 8 Gedung Air, Tanjung Karang Barat, Bandar Lampung, the researcher found four problems in mastering English vocabulary. The first, the students' capability of the understanding meaning is bad. In understanding meaning of word the students is not only to recognize a particular word, but also to produce it on their own. In order to gain the confidence to use a word, students must have knowledge of how to use it within constraints of grammar, appropriateness, and meaning. This comes through repeated exposure to the word and careful attention. Besides that, is based on the definitions of giving

the meaning of the word. Some words have more than one meaning. The different meanings are listed in order to know how they are most commonly used, such as wall and ceiling. It can be proved, when the teacher pointed the 'wall' picture, some students mentioned 'ceiling'. On the contrary, when the teacher pointed 'ceiling' picture, they mentioned 'wall'.

Nation (1990) in Read (2000: 26) stated that knowing a word covers some components, they are: form, position, function, and meaning. Form consists of spoken and written form, position consist of grammatical pattern and collocation, function consist of frequency, and appropriateness of the word, and meaning consist of concept and association of the word.

Secondly, the students' pronunciation is still poor. In here the pronunciation guide tells us how the word should sound when spoken. Point out this dictionary has pronunciation keys that help the students' to read the phonetic spellings. Also point out that the Word Wizard Dictionary allows the students' to hear the pronunciation, as well as reading the phonetic are spelling. But, the problem in SD Negeri 8 Gedung Air, Tanjung Karang Barat, Bandar Lampung, is the students' is still poor. It can be seen when they pronounce the word 'banana' and 'broccoli', they pronounce those words as /banana/ and /brokoli/ that exactly should be pronounced /b?'na:n?/ and /'brak?li/. The researcher thinks that their pronunciation is influenced by their mother tongue and the spelling of the word.

Thirdly, their spelling is also poor. It can be seen when they write the word 'bag', 'book', and chili. The students write the words as 'bek', 'buk', and 'silli' it may be caused their spelling is influenced by the pronunciation of the word. In fact, the pronunciation and spelling in English words are different.

Finally, how to use in the sentences. In here traditional models of teaching vocabulary that focus on giving lists of words to students on Monday and testing their knowledge on Friday are not effective. Even if students score acceptably on the test, the majority of the words from

those lists do not become part of their reading, writing, or speaking lives. Instead, they are quickly forgotten after the quiz.

A few simple changes can increase the quantity and quality of vocabulary that students learn. By creating word-rich environments through our vocabulary use and the inclusion of games, teachers establish their classrooms as word laboratories that encourage students to try out and play with new and unfamiliar words. When we then focus on words that would be naturally useful in discussing class material, we set the stage for students to have repeated, integrated, meaningful opportunities to use the words, which leads to greater student learning. Finally, taking smaller portions of time on a more regular basis to introduce, study, and assess words leads to an increased knowledge of words.

Therefore, researcher wants to find the reasons why the students' vocabulary mastery is low, the students are not enthusiast to follow vocabulary class. Basically, that is an irony because actually language learning depends on vocabulary. Vocabulary provides an aural input that serves as the source for language acquisition and enables learners. They can help the students develop a set of vocabulary situation. Vocabulary could be done interactively. By using instructional Montessori method, the students got better understanding, because the students' comprehension of a spoken text improve quite better with teachers gestures or would be more better, if it is helped with the use of any supporting method. For example: *by using instructional method like Montessori Method.*

Montessori Method is instructional media as the physical surrounding the learners can help the study. Montessori Method is a kind teaching learning methods which is used in pre-school and in Elementary School (Gagne (1970) in Sadiman (1996:6).

This method is a kind of teaching learning method which emphasizes learning at the same time of pay. According to Shodek (1991) in Putramanadewa (1995: 102) states:

> *"playing is an interesting phenomenon to know more about it. One of the reasons is because they know that teaching learning process through playing makes the students easier to get and to improve their knowledge, especially teaching vocabulary as interesting and joyful atmosphere in learning activities."*

In applying this method, the researcher uses repetition to teach vocabulary. In Fauziati (2005: 34) stated that repetition, the students repeat an utterance aloud as soon as she has heard it. So, after the students listen to the native speaker and look up the vocabulary which is pronounced by the native speaker, the teacher asks them to imitate and repeat it.

From the problem above the researcher tries to give a solution for the teacher to implement one of the teaching methods. There is a method of teaching learning which is interesting and can improve students' ability and liveliness, namely Montessori Method. It is learning and playing.

Classroom action research is a continual process of search of a formal organization for devising solution for the everyday difficulties of classroom life (Mc Niff, 1995). It means that action research is used to solve the problem in daily classroom activities in order to make teaching learning process effective. In this sense, action research is seen as way of characterizing a lose set of activities that are designed to improve to quality of education: it is essentially eclectic way into a self-reflective program aimed at such educational improvement. And the second prospective attempts to identify the criteria of these activities: to formulate system that will account for the improvement that is an anticipated outcome of the self-reflective program. So, the term action research is a term used to describe methods and techniques.

In line with the explanation above the researcher choose classroom action research as the way to solve the problems faced during teaching learning process and in this case, teaching vocabulary needs an effective method in order that the students can enrich and improve their vocabulary easily. Based on the assumption above the researcher was applied Montessori Method as a media in teaching Vocabulary. Thus, the researcher was conducted a research entitled "Improving the Students' Vocabulary Mastery through Montessori Method at IV A class of SD Negeri 8 Gedung Air, Tanjungkarang Barat, Bandar Lampung in 2011/2012 Academic Year".

B. Formulation of the Problem

Based on the background of the research, the researcher formulated the problem as follow the:

1. Can Montessori Method be used to improve students' vocabulary achievement at IV a class of SD Negeri 8 Gedung Air, Tanjung Karang Barat?

2. How can the implementation of Montessori Method improve the teaching learning process at the IV a class of SD Negeri 8 Gedung Air, Tanjung Karang Barat?

C. Objectives of the Research

In relation to the formulation of the problems above, the objectives of the classroom action research are:

1. To improve students' vocabulary achievement at class IV a class of SD Negeri 8 Gedung Air, Tanjung Karang Barat.

2. To find out the implementation of Montessori Method improves the teaching learning process at IV a class of SD Negeri 8 Gedung Air .

D. Uses of the Research

The uses of the research are:

1. Theoretically, this research can be used to clarify the previous theories of Montessori Method.

2. Practically, this research can be useful for English teachers to implement Montessori Method to improve their students' vocabulary mastery.

E. Scope of the Research

In general this classroom action research is intended to increase the students' vocabulary mastery. The research was conducted in the fourth grade of SD Negeri 8 Gedung Air, Tanjung Karang Barat with one class as subject of the research. The class is IV A which consists of 30 students. The reason why the researcher uses this class because it is the class that their vocabulary is still low.

The focus of the research is teaching learning within the *Montessori Method*. The researcher was conducted research "on going" process by practice about meaning, pronouncing, spelling and how to use in sentence of vocabulary. The research is limited only in particular themes of food and drink taken from the KTSP English curriculum of elementary School.

F. Definition of Terms

1. Vocabulary is the basic element of language in form of words in which it makes a language meaningful.

2. Teaching of vocabulary assume that vocabulary expansion will happen through the practice of other language skills, which has been proved not enough to ensure vocabulary expansion.

3. **The Characteristic of young learner** state that the language is used by young children to talk about "here and now". Adult talk about the object for children interest in the name them, describe their properties, and talk relation between object.

4. **The Montessori Method** is method of teaching which uses media as the physical surrounding the learners can help the study. The method itself aims to duplicate this experimental observation of children to bring about, sustain and support their true natural way of being.