

I. INTRODUCTION

In order to know why this research should be conducted, this chapter covers the background of the problem, research question, objectives, uses of the research, and definition of terms.

1.1 Background of the Problems

The purpose of English teaching is to improve the students' four language skills; listening, speaking, reading and writing. A small number of words can be used effectively to express an enormous number of ideas as in the case with speaking,

It is important to get learners able to make the best use of a small productive vocabulary. An adequate vocabulary is also needed if learners are going to generate, develop, and present ideas in their writing. The process of writing can be a contributor to vocabulary acquisition by making learners grapple with the meaning of words as they write.

According to senior high school curriculum, English is the first foreign language which taught as a compulsory subject. As Nunan (1991: 117) stated that vocabulary is a list or collection of words to a person both actively and passively. The problem will

appear if a student does not know English vocabulary very well. To minimize students' problem, the students should have many vocabularies because lack of vocabulary often encounter difficulties when speaking English to each other or reading the English texts.

Teaching vocabulary is not an easy matter for English teacher. Realizing the difficulties of teaching vocabulary, the English teacher should consider many strategies of teaching. Many strategies can be used in teaching process and the strategies that are used should be able to make students feel comfortable and enjoyable in the classroom and it should also be able to encourage and motivate them to learn. In teaching and learning English, vocabulary is also considered as one of English components that should be taught at SMAN 1 Terbanggi Besar. It is dealing with KTSP 2006 curriculum for senior high school.

Based on the writer's observation in SMAN 1 Terbanggi Besar, it was found that English teaching learning still faces several problems: (1) vocabulary learning is often neglected by the students because they often got bored with it, (2) the teacher taught the students in an ordinary way, the teacher writes the material from the textbook and the students do exercise in their work book without knowing what the function and the meaning of the words being studied and (3) The teacher's way of teaching did not give challenge for the students to make their English better. Meanwhile from the interview with the students, it was found that the students lack of vocabulary and get difficulty to learn the vocabulary well, the students feel hard to memorize certain vocabularies. They hardly ever practice and using the vocabulary in daily activity.

The teacher seems to emphasize only on memorizing the list of vocabulary without training the students to develop their vocabulary. Therefore, it is necessary for the teacher to focus on the strategy of learning vocabulary that can improve the students' vocabulary mastery and make the learning interesting for the students.

In fact, vocabulary instruction occurs in a variety of ways in the classroom. Teachers must prepare to work with students in varied ability levels. In one classroom there will be students with diverse word knowledge backgrounds, learning styles and literacy abilities. Blachowicz (2005: 27) stated that it is up to the teacher to make word learning pervasive, enjoyable, meaningful and effective.

In order to master the vocabulary that will help them to practice the language, students will need suitable technique which will help them to use the vocabulary in easiest way. Teachers should provide the students with the technique and method that can motivate the students to involve in the activity of learning. As Moore (2000: 25) says that student may want to complete particular assignment principally because it interests or excites them, rather than enables them to achieve a high grade or to please their teachers or their parents.

The statement suggests that it is better to motivate the students by giving an interesting and exciting activity. The teachers are highly suggested to employ an appropriate approach and maintain the teaching learning process that builds the students' awareness on using the knowledge rather than knowing it.

Teachers should work by implementing a true combination of the methods of instruction for vocabulary since there is not one recommended method of instruction.

As Allen and Vallete (1997) states that teaching vocabulary can be meaningful if the teacher conduct the teaching process by combining the available techniques of teaching. This condition will make the students understand the word taught easily.

A strategy of teaching vocabulary items should is expected to stimulate the students' interest and improve their vocabulary. Moreover, teaching vocabulary uses human cognitive system to enhance learners' memory skills. As Ismail (2001: 65) states that the most significant way of mastering new word is in fact using new words in a sentence and thinking of relationship between known and new. So, it is needed to apply such strategy in order to increase the students' mastery in vocabulary.

There are many strategies and techniques that can be applied in teaching vocabulary, one of which is by using STAD (Student Teams Achievement Divisions). According to Johnson (1997: 40) the use of cooperative learning especially STAD type has benefit to motivate students in group so that they can help each other in mastering the material. Beside that the use of STAD can also grow awareness, that learning is important, useful and fun, the students more responsible in learning process, and make students positive thinking in learning the material that is given.

From the description above, the researcher focused his classroom action research on teaching vocabulary by using STAD in teaching vocabulary. It is hoped that the teaching learning process through STAD could increase students' vocabulary achievement; the quality teacher's teaching performance and teaching learning process effectively.

1.2 Formulation of the Problems

Referring to the background above, the problem of the research is as follows:

1. How can the implementation of STAD improve students' participation at SMAN 1 Terbanggi Besar?
2. How can the implementation of STAD improve students' vocabulary mastery at SMAN 1 Terbanggi Besar?
3. How can the implementation of STAD improve the quality of teacher's teaching performance at SMAN 1 Terbanggi Besar?

1.3 Objective of the Research

In relation to the formulation of the problem, the objectives of this classroom action research are:

1. To find out the implementation of STAD to improve students' participation at SMAN 1 Terbanggi Besar?
2. To find out the implementation of STAD to improve students' vocabulary mastery at SMAN 1 Terbanggi Besar?
3. To find out the implementation of STAD to improve the quality of teacher's teaching performance at SMAN 1 Terbanggi Besar?

1.4 Uses of the Research

a. Theoretically

Theoretically, the result of this study can be used as the information whether the result of this research is relevant or not to the theory. Moreover it can be used to verify the previous theories dealing with the theories in this research and also as a reference for further research.

b. Practically

Practically, the result of this research can be used to give some valuable information to the readers about the worth of STAD in mastering vocabulary.

1.5 Scope of the Research

The classroom action research was conducted to the first year students of SMAN 1 Terbanggi Besar. The researcher took one class as the subject in SMAN 1 Terbanggi Besar. The class was the X.H that consisting of 30 students who got the average scores under KKM among others classes of first year in the vocabulary test. The focus of this study was improving students' vocabulary mastery, students' participation and the quality of teacher's teaching performance by using STAD. The material was adopted from School Based Curriculum (KTSP 2006) in Senior High

school. The material focused on the vocabulary of sport. It is about content word that represents the names of objects or things. Then, the teacher evaluated students' vocabulary ability by using a test.

1.6 Definition of Terms

Some terms are defined in order to give basic understanding of the related variables and concepts. These are stated below:

a. Implementation

It refers to the way to carry out the STAD type to improve students' vocabulary mastery. In this study it means that how STAD can influences students' ability in mastering vocabulary.

b. STAD

It refers to the teaching strategy in small group or teams. It means that students are divided into small groups that each students have individual responsibility to be more active in learning process.

c. Improve

It refers to the kind of action which make something or somebody become better. It means that after applying STAD can make students become better in mastering vocabulary.

d. Vocabulary

It refers to the list of collection of words and phrases that are usually alphabetically arranged or definition. In this research, vocabulary means English words based on the 2006 curriculum competence for the students of SMA.

e. Mastery

It refers to complete control and knowledge. It means that the students' level of knowledge in mastering vocabulary. In this research, mastery means students can apply and using the new vocabularies presented by the teacher in daily speaking.