

CHAPTER I

INTRODUCTION

A. Background of the Study

Vocabulary has long been considered as one of the major contributors to learners performance in English as Foreign Language (EFL). In other words, Thornburn wants to show that teaching vocabulary is more needed for students. Vocabulary learning is a challenge which always faced by teachers and students as there are so many difficulties and minimal focus on teaching vocabulary in ESL (English as a Second Language) classes. Vocabulary knowledge is often seen as an important tool for second language learners because the limited vocabulary in the second language prevents successful communication. Underscoring the importance of vocabulary acquisition, Schmitt (2000) as cited by emphasizes that “lexical knowledge is central to communicative competence and to the acquisition of a second language”. It can be said that teaching vocabulary for ESL is difficult for teacher and to improve vocabulary there are so many methods such as STAD (Student Team Achievement Division) can be implied in the class room to solved teacher’s problem in teaching vocabulary.

Student Team Achievement Division (STAD) is one of Slavin’s basic methods of cooperative learning Roy Killen, 1996 as cited by Jony Anto (2013). He states that STAD is better and easier ways for teacher to teach

students in groups because teach students in groups students more active and they can share their knowlegde each other in solving the problem. STAD is one type of method to improve students' ability to remember vocabulary that is given by teachers easily. STAD method can be used as an alternative method for teaching at SMP (Junior High School), and it could hope to make students more active, interested in the materials, and interact among students will be awakened to solve kinds of problem or students centered in learning process. The role of the teacher is supporting all students to take part in the group, so it can be an effective learning process. According to Slavin, 2009, there are five steps in STAD. *Firstly*, the teacher gives the general material. *Secondly*, teacher divided student into four or five groups in heterogeneous. *Thirdly*, teacher asked student to do small discussion to work on the worksheets, discuss together, compare their answer, and correction together, in this step students should do the best in their group. *Fourthly*, after finishing the worksheets, students take an individual quizzes and they are not allowed to cheat each other. It can make student more responsible in deepening the material. *Lastly*, the teacher may gives student reward if the student's average score exceeds a certain criterion.

Therefore based on the explanation above, STAD method could be effective for the improvement students' vocabulary by reading. Because of that this research investigated the junior high school's students with the title "The Effect of STAD on Vocabulary Knowledge of Class VII Students of Junior High School 9 Purwokerto" (An experimental method at the 1st Grade

of Junior High School 9 of Purwokerto in the Academic Year 2017/2018). Hopefully this research can be used by teacher as one of way to add the reference in improving the students skill in reading, and also as well as the consideration for the teachers when choose STAD method to help and make students get new vocabulary easily.

B. The Aim of the Study

The writer would reveal the effectiveness of STAD in teaching vocabulary knowledge of class VII students of Junior High School 9 Purwokerto

C. Statements of the Problem

This research is designed to find out:

1. Is STAD effective in teaching vocabulary?

D. The Clarification of the Terms

1. Vocabulary

According to Lehr (2004: 1) vocabulary is knowledge of words and words meaning in both oral and print language and in productive and receptive forms which is used in listening, speaking, reading and writing. The vocabulary that students would learn are adjective used in personal description words as slanted eyes, small nose, pointed nose, dimple, veil, hat, long hair.

2. STAD method

STAD is one of Savin's basic approaches to cooperative learning (slavin, 1978.1986). Simplest of a group of cooperative learning techniques referred to as Student Team Learning Methods. (killen Roy, 1998:96)

STAD is relatively simple cooperative learning technique which consist of five major components: class presentation, team work, quizzes, individual improvement score and team recognition.

(McCafferty and Jacobs, 2006:78)

