

# CHAPTER I

## INTRODUCTION

### **1.1. Background of the study**

English as an international language has an important role to develop science and technologies. Many countries in the world use English as a medium of communication among people. As a tool of communication, language is closely related to human life and it influences all aspects of human life (Lewis and Hill, 1985: 23). We cannot speak and write anything without language because with language we can do interaction to one another. People need language to express many things like ideas, feelings and thoughts. Likewise they should use language grammatically to avoid misunderstanding from the audience or listener.

Nowadays, English has been the most important foreign language in Indonesia, which is taught from elementary school up to university. Therefore, Indonesian government decided to adopt English as the first foreign language. In learning English, there are four major skills. They are listening, speaking, reading, and writing. However in order to communicate well, people have to master language basic elements namely vocabulary, grammar and pronunciation.

Napa (1991 : 6 ) says that vocabulary is one of the language components and that no language exists without word. The teacher must teach and explain the vocabulary in order that the students know the meaning and the use of words in sentences.

In most Indonesian traditional English language class, many teachers use conventional method in teaching vocabulary in which teacher only give the students a non-stop drilling memorization practice. Students with learning disabilities often have memory deficits that interfere with their ability to learn new vocabulary (Mastropieri & Scruggs, 1997). They also have difficulties in naming, describing, and remembering verbal information because of issues with storage and organization of verbal information (Mastropieri & Scruggs, 1997). This type of learning sometimes can make learners frustrate when they have to remember or to memorize a list of new words at once. Thus, working this way, after a short period of time, many learners may find out that learning vocabulary in lists does not satisfy themselves and they think the cause for it is just their bad memorization.

The writer noticed that there were some problems encountered by the students in producing correct sentences in English and one of them is the lack of vocabulary knowledge. To improve students' vocabulary, the writer uses Think- Pair- Share Technique. According to Layman (1981) Think-Pair-Share is an equity pedagogical best practice because it provides students with (a) 'think time', a period to reflect and compose their answer, (b) 'behavioral rehearsal time', a period to practice stating their thoughts with a classmate, and (c) five safe options including sharing the thoughts of a learning partner. The research on Think-Pair-Share is compelling in that it encourages increased student participation, and higher levels of student thinking and questioning. TPS enhances students' oral communication skills as they discuss their ideas with one another. This strategy helps students become active participants in learning and can include

writing as a way of organizing thoughts generated from discussions. Think-Pair-Share can be modified to fit any class size and any situation. Students do not have to move from their current seats and discussion can be guided. The instructor presents an issue for discussion in the form of a problem or question, but instead of just throwing the question out for one student to answer, the students discuss possible solutions in pairs. Students should be given time (30-45 seconds) to think about the issue, then the students can form pairs to discuss the problem or question. Discussion time can vary depending on the question and how the discussion is going within the pairs. In a final step, individuals share their thoughts with the entire class.

The Think-Pair-Share Technique may take some practice. When first using this technique, teachers may ask for volunteers to share their discussions and wait until the class is more comfortable with the procedure before calling on students to present before the group. The strategy is designed to foster short class discussions. Pairs share what they have discussed with the entire class. Other students can then respond to what is said or they can share what they have discussed with their own partners.

Therefore, based on the background the writer would like to make a study under the title “ **The Effectiveness of Think- Pair- Share Technique in Improving the Vocabulary Achievement of the Eighth Grade Students of SMP Negeri I Atambua in the School Year 2014 / 2015** ”.

## **1.2. Statement of Problem**

This study is concerned with Think- Pair- Share Technique in improving the students' achievement of vocabulary. Based on the background of the study, there is some problems which can be formulated in a question below :

Is the use of Think Pair Share Technique effective in improving the achievement of vocabulary of the eighth grade students of SMPN 1 Atambua in the school year 2014/2015 ?

## **1.3. Objective of the Study**

Based on the question in above the objective of the study can be formulated as follows :

To find out whether the think pair share is effective in improving the achievement of vocabulary of the eighth grade students of SMPN 1 Atambua in the school year 2014/2015.

## **1.4. Significance of the Study**

This study is important not only for the writer herself but also for English teacher and students.

### **1. For the English teacher**

To inform English teacher about the effectiveness of Think- Pair- Share Technique in improving the students achievement of vocabulary. Practically, the result of this study was expected to give feedback to English language teachers especially those who teach at SMP Negeri I Atambua.

2. For the students

To know and add their knowledge in improving the achievement of vocabulary with TPS and directly intended to improve their vocabulary achievement.

3. For the writer

Through this study the writer implements her knowledge and tries to know more about The Effectiveness of Think- Pair- Share Technique in Improving the Mastery of Students' Vocabulary.

### **1.5. Scope and Limitation**

There were some ways to teach vocabulary. According to Byrne (1974: 188), an English teacher can help the learners understand the meaning of word by using different approaches. First, demonstrations: by showing an object or a cutting of figure, gesture or performing an action. Second, Pictures: By using photographs, whiteboards drawing and illustration from magazine or newspaper. Third, Explanation: By giving description, synonyms or opposite, putting the word into text and translating.

Based on the explanation above, one of the teaching techniques used in this research was by putting the word into the text and the writer using Think Pair Share technique to help students in improving the student achievement of vocabulary and the writer applied this technique to teach vocabulary to the eighth grade students on SMP Negeri I Atambua.

This study focuses on part of speech that covers nouns, verbs, adjectives and adverbs.

## **1.6. Definition of Terms**

In order to make this study clear, the writer wants to explain some definitions of the words that appears in the above title.

### **1. Effectiveness**

Borich (1992 ; 56) says that an effective teacher is one who had achievement motivated personality with a strong commitment and rich teaching experiences. Effectiveness in this study refers to use of Think Pair Share in teaching vocabulary to the eighth grade students of SMPN 1 Atambua in the school year 2014/2015.

### **2. Think- Pair- Share Technique**

It is a collaborative learning strategy in which students work together to solve a problem. Students share their ideas with another students (Layman, 1981 : 20 ). In this study Think – Pair – Share means a collaborative learning strategy In small groups which students of the eighth grade SMP Negeri 1 Atambua can share strengths and also develop their weaker skills. They develop their interpersonal skills.

### **3. Mastery**

It is the level of knowledge of certain group of the students obtained after the course ( Hornby, 1974 : 523). In this study mastery means the level of knowledge of vocabulary owned by the eighth grade students of SMP Negeri I Atambua in the school year 2014/2015.

### **4. Vocabulary**

Hiebert (2005:1) states that vocabulary is the knowledge of meaning or words. In this study, vocabulary refers to the students' ability in mastering

any kind of words in teaching and learning process where the eighth grade students of SMP Negeri I Atambua in the school year 2014/2015 know how to use it in particular way and regularly in their daily life.

**5. SMP Negeri 1 Atambua**

It is a public junior high school located in Atambua.