CHAPTER I

INTRODUCTION

A. Background of the Study

Vocabulary is central of language and of critical importance to typical language learner. Without sufficient vocabulary, someone cannot communicate effectively or express his or her ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a foreign language. When they do not know how to enrich their vocabulary, they are not interested in learning (Fauziati, 2002:149). So the teaching learning process cannot run well.

According to Rivers (1983) in Nunan (1991: 117) vocabulary is essential for succesful second language use because without an extensive vocabulary, one will not be able to use the structure and function. The students may have learned for comprehensive communication. Vocabulary is central to language and the ability to write a foreign language pre-supposses knowledge of lexical units of the language. Krashen (1981:76) states that vocabulary grows through incidental learning such as through continuous exposure to comprehensible learning in reading, listening, speaking, and writing exercises.

In Indonesia, there are some English teachers that still use traditional method to teach vocabulary. They just ask students to memorize long list of words with their equivalents in the students' native language. It seems that

this method is not effective enough and make the learners get bored. One way to make easy and effective in teaching vocabulary through active learning between one student and another students. It means that the teachers just give motivation to learn and the students are active.

Based on the situation above, the method that is used in teaching vocabulary must be appropriated in accordance with the materials and the syllabus. The method should make the students interested in teaching learning process. One of the methods is cooperative learning. It is seen as an active learning process because students learn through a process of constructuing and creating working in a group and sharing knowledge. Nevertheless, individual's responsibility is still the key of success of learning English.

A cooperative learning method is believed being able to give chance to the students to be involved in discussion, has courage and critical thinking and is willing to take responsibility of his or her own learning. A cooperative learning method considers that an active role of students is more important. It does not mean that the teachers are not participating. Because in teaching learning process teacher has role as desinger, facilitator, and guide in the laerning process.

A cooperative laerning has several types; Think-Pair-Share, Roundtable, Team Jigsaw and Number Heads Together. One of interesting types is number heads together. Number Heads Together is a learning model that the teachers put forward to the activities of students in seeking,

processing, and reporting information from various sources that eventually presented to the class. It is expected that the teacher will be able to motivate the students to learn and pay attention to the materials given, so they will not yet bored. Based on the statement above, in this research the writer wants to conduct a research entitled "THE APPLICATION OF NUMBER HEADS TOGETHER ON COOPERATIVE LEARNING VOCABULARY AT THE SECOND YEAR OF SMP NEGERI 2 MONDOKAN SRAGEN".

B. Previous Study

The study of teaching English vocabulary has been conducted by Mariyah (2004) entitled "*Teaching English Vocabulary Using Cooperative Learning Method with Jigsaw to the First Year Students of SMP Muh 4 Petarukan-Pemalang*". She conducted the problem are 1) how the implementation of teaching vocabulary using Cooperative Learning Method with Jigsaw to the First Year Students of SMP Muh 4 Petarukan-Pemalang, 2) what are the advantages of the teaching vocabulary using Cooperative Learning Method with Jigsaw to the First Year Students of SMP Muh 4 Petarukan-Pemalang. Her research is used the descriptive qualitative method to describing vocabulary teaching learning process by using jigsaw to the first year students of SMP Muh 4 Petarukan-Pemalang. In this research she concluded that jigsaw can improve the students' vocabulary in learning process, they tend to be cooperative, active, enjoyed, and have motivated in learning English. So they also enrich and memorize the vocabulary well.

And then, before the implementation of this method, the students have not adequate vocabulary but after it they have. It can be seen from the different score of pre-test and post-test. The score of post-test is higher than pre-test

Fatmawati (2008) has conducted a research entitled *"Improving Students' Vocabulary Mastery through Story with Pictures at the Sixth Year of MIN Sendanglo, Boyolali"*. She conducted the problem as follow:1) how is the implementation of teaching vocabulary using story with pictures to the sixth Year of MIN Sendanglo, Boyolali, 2) what is the result of teaching vocabulary through story with pictures to the sixth Year of MIN Sendanglo, Boyolali. And then she used descriptive qualitative to describe the technique of teaching vocabulary through story with pictures, especially classroom action research. The result of her research shows that teaching vocabulary through story with pictures is appropriate and helpful for the learners to improve their vocabulary. They can easily remember the new words and their meaning, pronounce it correctly, and their motivation to learn improved. It is showed from the result of the test that there is significant different between the students achievement before and after the action. It means that the teaching vocabulary using story with pictures has a good result, because the average score of post-test is 83,3.

The differences between this study and the previous ones is the writer wants to analyze students activities in developing their vocabulary using new method cooperative learning especially number heads together to the second year students of SMP Negeri 2 Mondokan Sragen. The writer

also wants to know the effectiveness of this method. By this method, the teaching learning process can run well and make the students' vocabulary is good.

C. Problem Statement

In this research paper, the writer formulates the problem statements as follows

1. How is the teaching learning process of vocabulary using Number Heads Together at the second year of SMP Negeri 2 Mondokan Sragen?

2. What is the result of the teaching learning process of vocabulary using Number Heads Together at the second year of SMP Negeri 2 Mondokan Sragen

3. What are the strength and weaknesses of Number Head Together implemented on vocabulary cooperative learning at the second year of SMP Negeri 2 Mondokan Sragen?

D. Objective of the Study

Based on the formulation above, the purposes of this research are:

1. to describe the teaching learning process of vocabulary using Number Heads Together at the second year of SMP Negeri 2 Mondokan Sragen.

2. to describe the result of the teaching learning process of vocabulary using Number Heads Together at the second year of SMP Negeri 2 Mondokan Sragen.

3. to describe the strength and weaknesses of Number Heads Together implemented on vocabulary cooperative learning at the second year of SMP Negeri 2 Mondokan Sragen.

E. Limitation of the Study

In conducting this research, the writer makes limitation. The writer focuses on the teaching English vocabulary in using cooperative learning method with number heads together to the second year students of SMP Negeri 2 Mondokan Sragen especially class B in 2009/2010 academic year. This limitation is going to be made in order to make this research easier, effective and efficient.

F. Benefits of the Study

Hopefully, this research gives benefits in many aspects as follows:

1. Theoretical Benefit.
    - It can be used as referrence for those who want to conduct a research.

2. Practical Benefit
    a) For the teacher
        - It can be used the teacher to give the better technique or method for teaching English especially teaching vocabulary in Junior High School.

- It will be helpful the teacher to reduce the problems in teaching vocabulary.

b) For the students

- It makes the students are motivated to mastering the English skill.

- It will help the students to increase their English skill.

- It will help the students in improving their ability especially in vocabulary.

c) For the others

- They will get a large knowledge about teaching learning by using Number Heads Together.

- It will be one of references for other reader or researcher who will conduct the same object with different perspective.

G. Research Paper Organization

The research paper consists of five chapters as follows

Chaper I is Introduction. It consists of background of the study, previous study, problem statement, objective of the study, limitation of the study, benefits of the study, research paper organization.

Chapter II is Review of Related Literature. It presents the general concept of vocabulary, kinds of vocabulary, teaching vocabulary, teaching techniques of vocabulary, cooperative learning method.

Chapter III is Research Method. It deals with type of the research, object of the research, data and data source, method of collecting data, technique for analyzing data.

Chapter IV is Data Analysis and Discussion. It elaborates data analysis and discussion.

Chapter V is Conclusion and Suggestion.