

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

In this twenty first century, people face the globalization era, which has resulted the global competition for all people of all nations around the world. Global life, democratic society, free trade and regional cooperation are the actual issues, which demand the existence of high quality manpower with the ability to compete. Only the nation, that possesses the excellent quality of human capitals, will be the winner in the competition.

Education holds the key position in providing qualified human capitals. The fundamental task of education is as an instrument to equip the necessary knowledge and skills for the whole community in order to enable them to compete with others and improve their quality of life. Elementary school is the first six years of formal education that occurs during childhood. As the first level of education, it should be able to give the strong base to the next level. Therefore, elementary school should give the knowledge, ability and skill early.

Language is a central aspect in developing students' intellectual, social, and emotional. It is a decisive factor of the student's success in learning all subjects. Psychologically, it has a great role in human thinking process. It has been a main thinking device. All ideas, concepts, thoughts, and feelings are expressed in language. The more someone master his language, the more languages he has mastered, the higher thinking ability he has.

One of the languages often used as a means of communication is English. English as the first foreign language is taught to secondary and tertiary levels of education, but since the beginning of 1990s it is taught earlier due to the needs and development of the century. It has been a great demand to master English well in spoken as well as written forms.

In the eras of globalization and information, English is used as a global language. The Indonesian government in this case the Department of Education (now known as Department of Education and Culture) realizes the important role of English and Human Resources who have the mastery in communication in English. As a policy with future orientation i.e. for the future leaders, the government has issued a Law Number 2 Year 1989 about the System of Education followed by the Government Regulation Number 28 Year 1990 that mentions about the development of human resources. Later, this policy is followed by the Letter of Degree of the Minister of Education and Culture Number 060/U/1993 on 25 February 1993 about the possibility of introducing English at an early age as a subject “Local Contents” and it can be started at Grade IV. Of the education institution at the provincial, regency or sub regency levels, it is left to the decision of the provincial government, education specialists, cultures, teachers, and others. This policy is positively supported by the society especially the Elementary School personnels.

The teaching of English at the Elementary level (State or Private) starts it from Grade I. In this case, the introduction of English can be regarded as the teaching of English for Young Learners (EYL) with some background theories of

Piaget (1963), Vygotsky (1998), and Bruner (1990) regarding Childs Development. The introduction of EYL is based on children at the ages of 6-12 years old which can be divided into two group Younger Group (6-12 years old) and Older Group (9-12 years old) and can be classified as Lower Classes (Grades I-III) and Upper Classes (Grades IV-VI) with the assumption that the materials taught should expose the needs of the Young Learners.

In the Educational Unit Level Curriculum (Kurikulum Tingkat Satuan Pendidikan: KTSP) 2006, the young learners are demanded to be able to develop communicative competence in school context and possess the awareness of the importance of English to increase national capability to compete in global society. Based on the Educational Unit Level Curriculum, Educational Unit Graduate Competence Standard (Standar Kompetensi Lulusan Satuan Pendidikan: SKLSP) is developed in order to the students have the ability to: (1) listen; the students are able to understand the instruction, information, and very simple story given orally in the environment, school and class context, (2) speak; the students are able to express meaning orally in very simple interpersonal and transactional discourse in the form of instruction and information in the environment, school and class context, (3) read; the students are able to read loudly and understand the meaning in instruction, information, short functional text, and very simple illustrated descriptive text given in written in the environment, school and class context, and (4) write; the students are able to write the words, expression, and very simple short functional text with the right spelling and punctuation mark.

In language learning, vocabulary is one of important elements that link the four language skills of listening, speaking, reading, and writing together. It is a basis of a language. It is very important to be mastered first. Therefore, a person who wants to be able to communicate in a certain language has to master the vocabulary of that language for the first time. An English young learner, in this case, has to master English Vocabulary of about 500 words a year. This means that they need to master 10-13 words a week.

But, the fact shows that the mastery of vocabulary can not be reached optimally. The students face some difficulties in memorizing and mastering English vocabulary successfully. It can be seen in the student examination result (see Table 1.1).

Table 1.1
Grades IV-VI Examination Result

School Year	Average					
	Grade IV		Grade V		Grade VI	
	1st Semester	2 nd Semester	1st Semester	2nd Semester	1 st Semester	2nd Semester
2007-2008	59.00	54.00	58.00	59.00	57.50	58.00
2008-2009	60.00	60.70	60.20	61.00	59.80	54.00
2009-2010	60.50	61.40	60.00	61.10	60.00	61.50

Source: Document at the State Elementary School 106811 Bandar Setia

Table 1.1 shows that the student's result in learning English is categorized low, and even it was improved from 2007-2008 until 2009-2010, but it still under the Minimal Mastery Criteria (63).

In connection with the result of learning English, learning will be effective when an individual is ready to learn, that is when someone wants to know something. In elementary level, the students do not realize yet that English is very important. The importance of learning English is still handled by the teacher of English subject at school, so they have to motivate their students in learning English. On the other hand, teaching English vocabulary to children is not easy because it is not their mother tongue and it is a new thing for them. The interest of students in learning English is needed as the key to make them easier in mastering English itself.

Moreover, elementary students have many special characteristics in learning. According to Suyanto (2010), the characteristics of Grade IV students are: (1) they are in the process of change from egocentric to be reciprocity. Their attention is no longer centered on him, but they have started to pay attention to someone else. The relationship or communication became more open to others, (2) they have been able to distinguish between fact and fiction. They can also understand the abstract, (3) they tend to be imaginative and active. They like to learn through games, stories and songs, (4) they feel bored easily. They have a short concentration and attention. To overcome their boredom, learning activities should be varied and need to be change every 10-15 minutes, (5) their life is colorful and fun. The activities and tasks that are accompanied by the attractive and colorful pictures will make them happier. The various media with cheerful colors will help the process of learning English, (6) they have been able to work together and learn from others. Forms of cooperation can be in pairs or in groups,

(7) they already have enough language awareness and preparedness, (8) they like doing the conversation to interact and talk about what they have, and (9) they are active learners who are thinkers. They love to learn something, as well as learning the language by way of doing things (learning by doing).

Therefore, the methods and media should be fitted to the Young Learners age. The teachers should have a good and an interesting method and media to teach English for them, so that the young learners will be interested and motivated to learn English. Begin with the learning problems of this study, this research focused on the use of method and media in learning. One of the learning methods available is Cooperative Learning. Cooperative learning can increase the achievement (Slavin, 1995). Meanwhile, one of the media is magnetic board. The use of magnetic board motivates students' attention, encourages students' creativity, and involves students to be active mentally and physically.

In view of the importance of teaching English for Young Learners and effort to improve students' achievement, the writer is much interested to conduct a study on the use of Teams-Games-Tournaments method with Magnetic Board media (TGTMB) and Student Team Achievement Division method with Magnetic Board media (STADMB). Then, find out which of the two methods and students' motivation have significantly affect on the students' vocabulary achievement.

1.2 The Problems of the Study

With reference to the background of the study, the research problems are formulated as follows:

- 1) Is the students' vocabulary achievement taught by using Teams-Games-Tournaments method with Magnetic Board media (TGTMB) is higher than that of the students taught by using Student Teams-Achievement Divisions method with Magnetic Board media (STADMB)?
- 2) Is the students' vocabulary achievement between the students with high motivation significantly higher than that of the students with low motivation?
- 3) Is there any interaction between the teaching methods with media and motivation on students' vocabulary achievement?

1.3 The Objectives of the Study

In line with the research problems, the objectives of the study are:

- 1) to investigate whether the students' vocabulary achievement taught by using Teams-Games-Tournaments with Magnetic Board (TGTMB) is higher than that of the students taught by using Student Teams-Achievement Divisions with Magnetic Board (STADMB).
- 2) to ascertain whether the students' vocabulary achievement between the students with high motivation significantly higher than that of the students with have low motivation.
- 3) to examine the interaction between the teaching methods with media and students' motivation on students' vocabulary achievement .

1.4 The Scope of the Study

There are many teaching methods and media that can be used by the teacher in enhancing the students' vocabulary achievement. But, this study is limited on the use of Teams-Games-Tournaments (TGT) method, Student Teams-Achievement Divisions (STAD) method, and Magnetic Board as media.

There are four skills that should be mastered in learning a language, namely listening, speaking, reading and writing. The four skills are supported by the learning of language elements. They are structure, vocabulary, pronunciation and spelling. This study focuses on vocabulary.

Students' characteristics affect their achievement; they are the students' interest, motivation, learning style, thinking style, and creativity. This study is limited on the students' motivation.

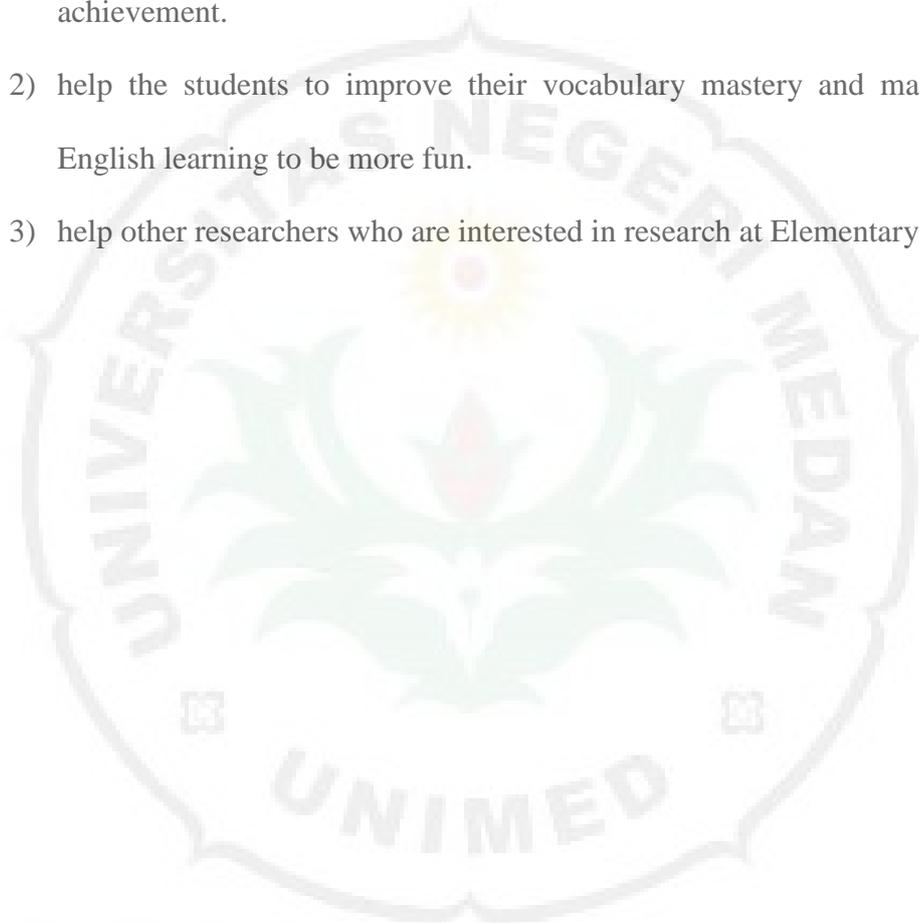
1.5 The Significance of the Study

The findings of this study are expected to provide valuable information both theoretically and practically. Theoretically, the findings are expected:

- 1) to provide and enrich the theory of teaching vocabulary by using TGT and STAD methods and magnetic board media.
- 2) to be a reference for the English teachers especially in the elementary schools in their attempt to improve the students' vocabulary achievement.
- 3) to give theoretical contribution for other researchers who are interested in conducting a study in other fields of research.

Practically, the result of this research will:

- 1) assist the English teachers in improving the students' vocabulary achievement.
- 2) help the students to improve their vocabulary mastery and make their English learning to be more fun.
- 3) help other researchers who are interested in research at Elementary School.



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