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CHAPTER I

INTRODUCTION

I.1 Background of the Study

Teaching English to students at an elementary school is not an easy job.

The teacher should consider the children characteristics. Different age has different knowledge and way about how and what to teach. According to Mutohhar in Asma (2009:2), states that teaching English to young learners is not only a process of transferring a new language to children but need considerations that are related to the readiness of a school in implementing the teaching and learning process.

Teaching English in elementary school is emphasized on students' vocabulary mastery as one of the components in English besides other components. According to Listia and Kamal (2009), the importance of teaching English in elementary school is giving many vocabularies for students in order that the students are not difficult if they continue to the higher level of education . It means that vocabulary is the first step to be learned by the students in elementary school. Without knowing a lot of vocabulary in English, the children will get difficulties in mastering the language. According to Coady and Huckin in Rasuna thalib (2015) mastery of vocabulary is the fundamental step of learning language. Vocabulary is the first step to be taught before teaching other aspects of language. In conclusion, vocabulary is the foundation of mastering a language and the role has been claimed by Hammer(1991), if language structures make up the skeleton of language, then the vocabulary provide the vital organs and flesh

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In general, more problems happen in students' vocabulary mastery. According to Sealin Rasuna thalib (2015) there was even a period when too much vocabulary learning was regarded as a positively dangerous thing. This means even though learners have a rich repertoire of English words, they might not be able to produce coherent sentences to convey ideas. Azzar in Ehsan (2012) states that EFL students, particularly Iranian students, usually feel bored in vocabulary lessons because they have not changed their learning habits, such as writing words on paper, trying to learn by heart or learning passively through the teacher's explanation. In other resources, Elham in Monchai (2013) states one of the difficult parts of learning the target language for English language learners is the acquisition of vocabulary. It is a hard work, so attempt is required to understand, produce and manipulate the target words.

Unfortunately, the students at Annamiroh elementary school still faced difficulties in learning English, especially in mastering vocabulary. It can be known by the interview and observation at the second grade students of that school. Based on the information that the researcher got from the teacher, the learning process that was conducted in the class was not effective as well as it was expected. One of the factors is they keep in their mind that English was hard to understand. They found difficulty to pronounce the words. They were confused to put the words in good order. Most of them were lack of vocabulary. In here, the school was implemented a system, memorizing some vocabularies each of learning time. The way to memorizing is still classical. Memory works Ellis in Rasuna thalib (2015) examined the role of memorization in vocabulary acquisition. Ellis stated that memory works



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through short-term and long-term processes. Words stored as short-term representations are easily forgotten, whereas long-term representations of words are retained longer. Words learned through short-term representation can be retained as long-term representation through rehearsal or practice, resulting in the chunking of working memory content. This implies that the words are related to other words, as chunks can be learned more easily than isolated words. The teacher has just written on the whiteboard and then ask the student to memorize. It was done when the lesson began. However, vocabulary mastery of students was still low.

The teacher was not satisfied with his students in learning English. It was proven by the result of the students' midterm test. It was just ten students among twenty four students in the class who passed on the test. It means that the percentage of students passed in the test lower than fifty percent. She said that her students were unmotivated in learning English but they faced difficulties to master vocabularies. She also said that only one or two students could answer the questions when he asked about the vocabulary.

The researcher also has done an observation in this class. From that observation, researcher saw that the students were not motivated in learning English. Some of them were noisy, got bored, disturbed their friends, went outside the classroom, and did anything that was not related to English. If she asked about the vocabulary, only some of them knew and answered correctly. It was shown that the teacher used monotonous technique in teaching English for his students. She did not try to integrate all students to involve in the activities. She also did not try to make them to study in groups and let them



work with their friends for one of the students' characteristics is their physical movement and activity as much as stimulation for their thinking and the closer together. Because of that, his students were not motivated and faced difficulties in mastering vocabulary.

Based on the preliminary interview and observation, it has been explained above, it was shown that the students still faced difficulties in mastering vocabulary. They could not follow the lesson well, answer the question about the meaning, how to use in speaking, easily forgotten, and how to write the word correctly. It means that the students could not achieve the goal of teaching English for students in elementary school which the goal is giving much vocabulary for them.

Therefore, there must be an appropriate technique to solve their problem. To improve students' vocabulary mastery, the teacher can help students by using effective and good techniques. The technique should be suitable with the students' characteristics and their development. In teaching young learner, the teacher has to use an interesting technique similar to teaching vocabulary for young learner. The teacher should find the effective technique to teach English vocabulary for young learners. The teacher can use fun and interesting techniques such as games, song, role play, or working in a group. Cooperative learning technique can also be used by the teacher to gain the students in learning English vocabulary.

Cooperative learning refers to various techniques and activities for organizing classroom activities. According to Jonnasen in Ehsan (2012)

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cooperative Learning (CL) is an approach based on group learning activity that beholds learning attached to social interchange of information between learners and in which each learner is responsible for his or her own learning and is instigated to help boost achievement of others. It means that by using cooperative learning technique, the students who come from different social, cultural, race, and ability can work together in a group without seeing their differences. It is understood that using cooperative learning techniques in teaching English can make students integrated with their friends. It can be known that it is one of the effective ways because some students would get understanding easily if they study with their friends.

Actually, some techniques can be used in a cooperative learning technique. One of them is Numbered Heads Together technique. Terenzini and Pascarella (2011: 2) state that Numbered Heads Together technique is a cooperative learning strategy that holds each student accountable for learning the material. They explain that by having students work together in a group, each member will know the answer to the problems or questions asked by the teacher, because no one knows which number will be called. It means that all team members must be prepared in answering and presenting the answer.

According to Olsen and Kagan in Japar (2011: 2), Numbered Heads Together include a simple four step technique that can be utilized repeatedly with a variety of curriculum material and it can be applied to almost all subject areas, to every grade level, and to any places in a lesson. It means that Numbered Heads Together technique can be used in teaching English to students at the elementary school level.

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Using Numbered Heads Together technique in teaching English in elementary school is a good way, especially in teaching vocabulary. According to Lai in Japars (2011: 2), cooperative learning technique, including Numbered Heads Together technique is helpful in fostering the four language skills, strengthening grammar and vocabulary power, and improving English competence. It can motivate students since the technique has the sense of competition and fun for students. It is known that this technique can be used to improve students' vocabulary mastery at elementary school.

Numbered Heads Together is a kind of cooperative learning strategy in which each students in each group is given a permanent number. By having students work together in a group, each member knows the answer to the problems or questions asked by the teacher because no one knows which number is called.

The other technique is Student Teams-Achievement Divisions (STAD) technique. Student Teams-Achievement Divisions (STAD) is a kind of the cooperative learnings. Cooperative learning is a technique that uses small group discussion in which students work together and help each other in learning the material. Thus, Cooperative learning is a solution for students' problem because in cooperative learning, they can work together in small group discussion and share their ideas each other to discuss the topic. According to Slavin (1995: 2), in cooperative classrooms, the students are expected to help each other, to discuss and argue with each other, to assess each other's current knowledge and fill in the gaps in each other understands.

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Slavin in Asma (2009: 50) explains that in the Student Teams-Achievement Divisions (STAD) the students will be divided into groups that consist of four or five members learning teams that are mixed in the differentiation of performance academic achievement so that in their group can be found student that has high mark, middle and low. According to Ehsan (2012) Student Teams Achievement Division (STAD) is a type of CL developed by Slavin and his colleagues. STAD is one of the most significant CL approaches, which has been influential in bringing about positive effects in multiple grades and subjects. In addition, Sharan (2009: 7) states that this research had done in many schools in the cities and villages start from third grade until twelfth.

Based on the explanation above, it is necessary to carry out research entitled "*A Comparative Study on the Effect of Numbered Heads Together and STAD on Students' Vocabulary Masteryat SDAnnamiroh 4Pekanbaru*".

I.2 Statement of the Problem

The main aim of this study is to compare between using Numbers Head Together and STAD towards students Vocabulary mastery. Based on the background of the problem above, the researcher identified the problems that influenced students' vocabulary mastery. Those problems were technique and uninteresting media that the teacher used in teaching. While, the problems which came from the students' side where the students had a lack of vocabulary and less motivation in learning. In order to solve the problem, many possible techniques to teach vocabulary can be used such as flash card,



mnemonic technique, acronymology, mapping, jig saw, numbers head together, Student Teams–Achievement Division (STAD) technique and so on.

Since the phenomena also affect learners at the second grade students of SD Annamiroh 4 Pekanbaru, some questions need to be addressed. How can teachers help to students' in vocabulary mastery? How the students have low motivation to study English? How are the second grade students doing on their learning process?, Do the students spend the time effectively in vocabulary mastery?, How is the influence of cooperative learning strategy to their vocabulary mastery by analyzing those variables?, and is the teaching strategy appropriate in improving the students' vocabulary mastery? Which strategy gives better result either NHT or STAD on vocabulary mastery?

To solve the problem, teachers should create an appropriate situation which learners can acquire vocabulary as much as possible through funny, attractive and interactive activities. Seeing the learning principles of using NHT and STAD, they are considered as the appropriate ones in teaching vocabulary.

STAD is effective in helping students learn and retain new words. Students' ability to make connections between the known and the new as well as to elaborate on meaning was enhanced by possible sentences and Slavin in Asma (2009: 50) explains that in the Student Teams- Achievement Divisions (STAD) the students are divided into groups that consist of four or five members learning teams that are mixed in the differentiation of performance academic achievement so that in their group can be found student that has high

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I.3 Limitation of the Problem

Based on the background and a statement of the problems above, the study was focused on comparing the technique used between NHT and STAD toward students' vocabulary mastery. The scope of the study is limited as follows;

The research subject, two classes were chosen as samples of the research at SD Annamiroh 4 Pekanbaru. Both of the classes were experimental groups. Vogt (1991) in Creswell (2009:159) states that an experimental research design explores the effects of two or more treatment variables separately on an outcome. The classes chosen based on the English teacher's information that all two classes should be homogenous or the students' capability of the classes were equivalent and taught by the same English teacher. Data of the students' vocabulary mastery were gathered using a test. The type of test in this research was limited into an objective test which consists of 25 multiple choice items that must be answered.

The research was conducted at SD Annamiroh 4 Pekanbaru which is located on Jl. Suka Karya Panam Pekanbaru. Due to the consideration of



limited time and budget, this research was done in three meetings since February up to March, 2017. The participants of this research were the second year students of SD Annamiroh 4 Pekanbaru in the academic year of 2016/2017. Two classes were used as samples in this research by using cluster sampling. Gay (2000:129) states that cluster sampling randomly selects groups (not individuals) that have similar characteristics.

I.4 Purpose and objective of the Study

The purpose of this study is to compare the use of the NHT and STAD on students' vocabulary mastery at SD Annamiroh 4 Pekanbaru.

Specifically, the study is done to fulfil the objectives that can be stated as follows:

- a. To find out a significant difference on the students' vocabulary mastery before being given a treatment between using NHT and STAD at SD Annamiroh 4 Pekanbaru how is the students' vocabulary mastery using NHT at SD Annamiroh 4 Pekanbaru
- b. To find out a significant difference on the students' vocabulary mastery before and after being given a treatment using NHT at SD Annamiroh 4 Pekanbaru
- c. To determine a significant difference on the students' vocabulary mastery before and after being given a treatment using STAD at SD Annamiroh 4 Pekanbaru



- d. To determine a significant difference on the students' vocabulary mastery after being given a treatment between using NHT and STAD at SD Annamiroh 4 Pekanbaru

I.5 Research Questions

Based on identification of the problems above, the problems are formulated by following questions:

- a. Is there any significant difference on pretest scores on the students' vocabulary mastery between using NHT and STAD at SD Annamiroh 4 Pekanbaru?
- b. Is there any significant difference of pre-test and post-test score on the students' vocabulary mastery in an experimental class 1 by using NHT at SD Annamiroh 4 Pekanbaru?
- c. Is there any significant difference of pre-test and post-test score on the students' vocabulary mastery in an experimental class 2 by using STAD at SD Annamiroh 4 Pekanbaru?
- d. Is there any significant difference of post-test on the students' vocabulary mastery between using NHT and STAD at SD Annamiroh 4 Pekanbaru?

I.6 Significance of the Study

This study was conducted because some changes happen in teaching and learning process in the class, such as, the increasing of the KKM score for English subject, improving teachers' strategies in teaching and learning process that become the efforts to make students more interested and motivated in



learning English as well as they also become more active, creative and innovative in teaching and learning process.

Then, the changes of teachers' strategies in teaching and learning process, the teachers are able to determine which strategy is better to implement in teaching vocabulary between NHT and STAD. Both strategies are appropriate to conduct in teaching vocabulary mastery.

Because of the change, and the phenomena about achievement above some problems appear especially for the students. The students must have appropriate strategies in learning to get good result in English field and to gain the best achievement in English. Because of that, the significance of language learning strategy are important to be known, as an effort form to get a fact about language learning strategy Furthermore, in the curriculum, the teachers give many chances to the students as object of education to develop them in learning process, including learning in the class and learning outclass. The teachers give students opportunities to analyze something that the teachers give to be solved. Then, the teachers also give students chances to be creative in solving the problems about the taught subject. So that by knowing good strategy and high motivation through this study is very important not only to the students as object of education, but also for teachers and all stakeholders of the school to improve the students' achievement, especially in vocabulary mastery.

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By doing this study, the researcher hopes that this technique will be

useful for:

1. The teachers

The result of this study is hoped to can give solution to the English teachers, especially the English teacher who teaches the secondgrade students at SD Annamiroh 4 Pekanbaru in order to improve her students' vocabulary mastery.

2. The students

This research is also hoped that it solves the students' problem of the secondgrade students at SD Annamiroh 4 Pekanbaru learning vocabulary. They can be interested in learning process and can improve their vocabulary mastery through applying this technique in learning vocabulary.

3. The researcher

For the researcher herself, it would increase her knowledge about Student Teams-Achievement Divisions (STAD) technique and Number Head Together (NHT) in teaching vocabulary in the future. Then, it is conducted in order to get her master (S2) at UIN SUSKA Riau.

I.7 Rationale of the Study

The choice of vocabulary instruction and acquisition as a topic of this study is based on a number of reasons. Vocabulary is an important factor in the comprehension of language and the number of words acquired by a learner is related to component language use (Nation, 1990). The students who have a



limited vocabulary are at risk of not becoming proficient in reading (Beck and MsKeown, 2005; blachowicz and fisher, 2000). In addition, vocabulary is a major factor of poor reading comprehension, and students' word knowledge is strongly linked to success in academics (NRP, 2000 and Nagy, 1998).

Using Numbered Heads Together technique in teaching English in elementary school is a good way, especially in teaching vocabulary. According to Lai in Japars (2011: 2), cooperative learning technique, including Numbered Heads Together technique is helpful in fostering the four language skills, strengthening grammar and vocabulary power, and improving English competence. It can motivate students since the technique has the sense of competition and fun for students. It is known that this technique can be used to improve students' vocabulary mastery at elementary school.

I.8 Definitions of Terms

In order to avoid misunderstanding and misinterpretation about some terms used in the research, the writer defines them as follows:

1. NHT

Japar (2011:1) stated that Numbered Heads Together technique is a cooperative learning strategy that hold each student accountable for learning the material.

2. STAD

Slavin (1995 :71) defines Student Teams-Achievement Divisions(STAD) technique is a technique of cooperative learning that can improve students' vocabulary mastery.

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3. Vocabulary Mastery

Webster (1993:116) defines vocabulary as a list of words, and phrases usually arranged, explained, or defined. The word “mastery” refers to great skill or knowledge (Oxford, 256). Thus, vocabulary mastery is defined as a number of vocabulary in a language which contains information about its meaning, form, and usage in context of communication. In this study it focuses on English word learned by elementary school students, specifically at the second grade.