

CHAPTER I

INTRODUCTION

1.1 Background

Language is primarily an instrument of communication among human being in community. Here, it has function as a tool which connects them in their surroundings. People realize that without using a language they cannot gain information, knowledge, and express one's feeling and emotions. Nowadays, many people learn the international language. One of the international languages is English.

As the most widely used language in the world, English plays a more and more important role in global integration (Yue, 2017: 32). English as an international language is used as a tool for communication in daily life and in academic, functioned as a first, second or foreign language. In Indonesia, English is a foreign language and formally it is taught in school from elementary school until university.

In the learning process, one of the important parts in creating and understanding the language is vocabulary mastery. Vocabulary is one of aspects of language. Without some knowledge of vocabulary, neither language production nor language comprehension would be possible (Mukoroli, 2011: 16). Vocabulary refers to the "knowledge of words and word meanings (Lane & Allen, 2010: 34). Vocabulary is one of the most important components that should be given. It has to be mastered by the students in learning new language. It was help students understand the

language easily. But in fact teaching English vocabulary in senior High School was more easy to adults, it because of many factors.

In learning English, students should be able to master the four language skills of English. They were speaking, reading, writing, and listening. Learning English also should cover some language components. They were structure, vocabulary, spelling and pronunciation (Ahkam, 2013: 5).

Learning English has many advantages that help in the economic, cultural, political, and social aspects of life. A larger vocabulary allows you to speak with greater precision with other people. Words are the currency of communication. A robust vocabulary improves all areas of communication- listening, speaking, reading and writing. When students improve their vocabulary, their academic and social confidence and competence improve, too. (Bărbuleț, 2013: 15)

A part of language components, vocabulary has an important role in learning English. Without mastering vocabulary, it is impossible to master English well. The students who get more vocabulary, they can improve their English easily. Vocabulary, as one of the knowledge areas in language, plays a great role for learner's in acquiring a language (Alqahtani, 2015: 33).

Traditionally, vocabulary learning was often left to look after itself and received only incidental attention in many text books and language programs. Although the source curriculum was often quite specific about aspects of teaching such as grammar, reading or speaking, little specification was given to the role of vocabulary. Thus status of vocabulary now seems to be changing

because it has suggested that initial stage of learning these play primary role in communication and acquisition.

The heterogeneous students can also be a hindrance which may be faced by teacher when he or she teaches in classroom because every student has different level of language competence. In this case the teacher was faced with the students whose characteristics and competences was different and variety. Therefore, he or she should determine what method should be use or applied in the classroom when she or he teaches English, especially in teaching vocabulary, in order to be able to accommodate them effectively. Moreover, the teaching of vocabulary was generally felt boring and even confusing for learners. Another opinion stating about vocabulary was that vocabulary was notorious for this collection system of boring and meaningless form. It may be said, the way vocabulary was something boring, complicated or meaningless.

Round Robin was primarily a brainstorming technique in which students generates ideas but do not elaborate, explain, evaluate, or question the ideas. Group member makes turn responding to a question with a word, phrases or short statement. The orders of responses was organized by proceeding from one student to another until all students have has opportunity to speak. The collaborative learning technique was especially effective for generating many ideas because it requires all students to participate, and because it discourages comments that interrupt or inhibit the flow ideas. Round Robin also ensures equal participation among group members. The ideas that student generate

can be compiled in a list that serves as the basic for a next-step assignment (Barkley, 2015: 24).

Round robin brainstorming has the distinct advantage of encouraging contributions from all participants, including those who typically remain silent. It also provides each participant an equal opportunity to voice their thoughts, and a space to present their ideas without undue influence by potentially overly-assertive or vocal individuals. Cooperative round robins can make skill acquisition more enjoyable for students.

Regarding to those phenomena which was found in teaching English, especially in teaching of vocabulary, the researcher intends to conduct the experimental research of applying media which is consider will be helpful and beneficial for both student and teacher by the title the effectiveness of Round Robin to enhance Student's Vocabulary Mastery (An Experimental Research at the Tenth Grade Students of MA WalisongoPecangaan in the Academic Year of 2018/2019)

1.2 Statement of the Problem

Based on the background of the study, the problem statement of this research is “How is the effectiveness of Round Robin teaching method to enhance student's vocabulary mastery at tenth grade of MA WalisongoPecangaan in the Academic Year of 2018/2019?”

1.3 Objective of the study

Based on the research statement above, the objective study of this research is to examine the effectiveness of Round Robin teaching method to enhance student's

vocabulary mastery at tenth grade of MA WalisongoPecangaan in the Academic Year of 2018/2019.

1.4 Significances of the Study

The finding of this study was expected to theoretical and practical to the teaching and learning English.

a. For the teachers

Hopefully, this research can help and give an idea to the teachers to use and apply various and interesting methods during teaching and learning process.

b. For the students

Hopefully, this research can be useful for students, it was expected that students can enjoy studying English and it gives experience to the students that learning English, especially vocabulary was not bored. They were also able to improve the learning process quality.

c. For the readers

Hopefully, this research can be useful for readers. So the readers can know that teaching learning process was more active if we can use the collaborative learning technique such as Round Robin technique.