

## **CHAPTER 1**

### **INTRODUCTION**

This chapter presents some points associated with this research. Those are the background of the study, problems of the study, objectives of the study, the hypothesis of the study, the importance of the study, scope and limitation of the study, and definitions of the key terms.

#### **A. Background of The Study**

Language has an important role in human life. Language is a tool for good communication, language in life can be used to express ideas, feelings or information from the speaker to the listener. In the modern era, learning a foreign language like English is very important because English is one of the communication tools in the world. Crystal (1997) says that English is a global language. Therefore, learning English requires a process. To start learning languages, one must recognize the vocabulary in that language. Vocabulary is usually defined as "words we need to know to speak effectively: words in speaking (expressive vocabulary) and words are listening (receptive vocabulary)" Neuman & Dwyer, 2009, p. 385). Vocabulary learning may be a continuous process of finding new words in a meaningful and understandable context (Harmon. Et al. 2009).

Vocabulary has the following meanings: (1) the language component that contains all information about the meaning and use of words in the language; (2) all words that exist in the language; (3) all languages owned by the speaker;

(4) all words commonly used by a group of people in the same environment; (5) all the words commonly used in science; (6) a list of words arranged like a dictionary, but accompanied by a brief explanation. To get the meaning of words, students must learn vocabulary.

Wilkins in Thornbury (2002: 13) states that without vocabulary nothing can be conveyed. Most language improvements will be seen by learning more words. Kamil (2005: 2) states that vocabulary has a special place among the components of language. Daller, Milton, and Daller (2007: 1) write that vocabulary is now considered to be almost every aspect of language knowledge. In the process of learning languages, the teacher starts teaching vocabulary.

Teaching vocabulary correctly is needed in language learning because language is based on words (Alqahtani, 2015). Without extensive vocabulary and the right strategies for acquiring new vocabulary, students are less able to optimize their potential. It is almost impossible to know language learning without learning vocabulary and even communication between people is based. Therefore the emphasis of learning in words of vocabulary learning must be done, (Berne & Blachowicz, 2008). Both the teacher and student agree that master's vocabulary can be the main consideration of teaching in language learning (Walters, 2004).

When the education process takes place, problems will arise to the teacher. They need new formulas and ways to teach students well to urge

satisfying results. The teacher must understand that teaching English vocabulary is new and different from teaching students in the first language.

They also need to consider and explain that teaching English to young students is different from adults because at a young age the brain tends to work better and in childhood is usually able to remember thousands of new words, children can learn vocabulary at a level around 2,000 to 4,000 words per year (Brabham & Villaume, 2002; Nagy, Anderson, & Herman, 1987), or remember an average of seven words per day (Anderson & Nagy, 1991; Beck & McKeown, 1991) in, William P.(2011). Remarkably, individuals learn new words at this level "without striking effort or organized instruction and without forgetting" (Smith, 1998, p. 14).

The teacher must prepare and find appropriate techniques, which will be applied to students. Teachers must prepare themselves with the latest techniques. The teacher must be creative and ready to master the teaching of English vocabulary so that students can understand it, and make them interested. Teachers must know the characteristics of students, more than that they must arrange techniques and good materials that are suitable for achieving teaching targets.

To be able to communicate effectively, students must have sufficient vocabulary about their knowledge. Vocabulary can be developed using various methods and techniques, such as word play, matching pictures, guessing words, singing songs, etc. The aim is to make the material more fun, interesting and

challenging. Richards and Nation in McCarten (2007: 18-20) list different things that students need to know about a word before we can say that they have learned it. Tomlinson in McCarten (2007: 20-21) states that teachers can use a variety of ways to present vocabulary including using images, sounds, and various types of texts that students can identify: stories, conversations, web pages, questionnaires, news, reports, etc. In each context, the topic must be varied and involve students at different levels.

Therefore the researcher tries to apply Numbered Head Together as metode in teaching English vocabulary. Numbered Head Together is variance from cooperative learning . The implementation this technique is sort of the identical as group discussion. Learning to use NHT strategy begins with numbering , with this system the teacher divides students within the class into small groups consistent with the amount of concepts learn ed (Tyas, 2018). consistent with the goal of NHT is to enhance student performance outcomes in academ ic assignments so they will receive group friends with a spread of various thoughts, and might develop their social skills (Thresi, 2016).

The development of methods and strategies refers to student learning models in the classroom. This study cannot directly observe by guessing whether the NHT strategy is suitable or not to be used in learning, because students must have their own learning process. This research aims to increase students' fluency in English vocabulary and measure how far students will be able to master the material with the Numbering Head Together strategy.

Based on the writer's observation at the Ban Huailuek School, the writer found that the students' ability to receive English lessons was low. Students at level four must understand daily vocabulary and grammar activities, but they do not understand and have difficulties in the learning process. One reason is that the teaching strategies adopted by English teachers here are not effective, making it difficult for students to improve their vocabulary. In this institution, they play games more often than they focus on learning. The teacher never interacts using English with students so that students' abilities do not develop and increase their vocabulary memorization. Furthermore, student contributions in the teaching and learning process are not effective.

Numbered Head Together learning strategies are considered as appropriate strategies in teaching vocabulary. Nur'ayni's research (2013), concluded that NHT can be applied by teachers in the teaching and learning process because students become more active and serious, cooperative and are also more motivated to learn , it can be said that the use of NHT in teaching English can make students more active and cooperative.

Numbered-head-together (NHT) is categorized as cooperative learning which generally involves students in reviewing the material in the lesson and checking from their understanding of the material provided. Nur (2005) states that number-head-together basically is a variant of group discussion, its characteristic is that the teacher only appoints a student who represents his group, without informing first who will represent the group.

Based on the ideas above , it is clear that NHT technique has many advantages for teaching vocabulary. Based on the issue above the researcher conducts a research entitles “ The Effectiveness of NHT in Teaching Vocabulary at The Fourth Grade Students of Ban Huailuek Elementary School Krabi Thailand “.

### **B. Statement of The Problem**

Based on the background of the study above, the problem of the study is formulated as follows: Is Numbered Head Together (NHT) effective in Teaching vocabulary at the fourth grade students of Ban Huailuek elementary school Krabi Thailand ?

### **C. Objectives of The Study**

The researcher sets the objective of the study. It is to investigate whether or not NHT technique is effective in teaching vocabulary for fourth grade students in Ban Huailuek Krabi Thailand.

### **D. Hypothesis**

Considering the problem of the study, the researcher builds the hypothesis to make the purpose of this study clear. They are two types of hypothesis, the researcher's hypothesis are :

H (o): There is no significant difference on vocabulary mastery between the students taught using NHT and the students taught using flashcard for fourth-grade students in Ban Huailuek School Krabi Thailand.

H (a): There is significant difference on vocabulary mastery between the students taught using NHT and the students taught using flashcard for fourth-grade students in Ban Huailuek School Krabi Thailand.

#### **E. Significance of The Study**

The results of this study are expected to help students in developing the ability to learn English fluently and expected that teachers will have better understanding to the level of achievement of each student in dealing with the problem of learning foreign language. It is also expected that students are able to control their confidence in mastering English, because the method used makes students more active and confident.

#### **F. Scope and limitation**

This research is focused to find out the effectiveness of using NHT (Numbering Head Together) technique at Ban Huailuek School Krabi Thailand in teaching vocabulary .This study is limited to the fourth grade students Ban Huailuek School Krabi Thailand academic year 2019/2020.

#### **G. Definition of Key The Term.**

##### 1. Effectiveness

Effectiveness is producing something that is in accordance with the goal. The meaning of effectiveness in this study is that there are significant differences in the value of fluency of students memorizing English vocabulary before and after being taught using the NHT technique.

##### 2. Teaching Vocabulary

Teaching vocabulary is an important aspect in the process of learning to speak, to start speaking everyone will practice memorizing vocabulary first after they can memorize they will be compiled into a sentence, here the teacher is expected to teach vocabulary well and fun using techniques that are mastered so that students' speaking ability in English can be improved.

### 3. NHT

Numbered head together (NHT) or numbering thinking together is a type of cooperative learning designed to influence student interaction patterns as an alternative to traditional classroom structures. Numbered head together was first developed Trianto (2012: 131) to involve more students in reviewing the material discussed in the lesson and checking their understanding of the content of the lesson. Richards (2001: 52) numbered heads of state together encourage successful group functions because all members need to know and be ready to explain their group answers.