

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the problems of the study, the objectives of the study, the significances of the study, limitation of the study and the definition of key terms.

A. The Background of the Study

Learning process is the process of guiding the students to get the purpose of learning hoped. Learning process should know the condition of the students because they will study. The students have different characteristic each other's; they have a special skill each other's, so the learning process must be able to change the students know and understand the lesson, and change from the bad attitude to the good attitude.

The purpose of active learning is to optimize the use of student potentials, so the students can get the knowledge as their characteristic. Active learning also is to keep the student concentration to always focus into learning process. Some researches prove it that the student's attention decreases while the learning process ends. According to Pollio, the students' attention in the class is only 40 % in the learning process, while Mc Keachin

said that the students' attention in the class is only 10 minutes from the beginning of the class.¹

Melvin L Siberman said in his book, "The wise words that can be called active learning understanding, it is to be active learning, active learning is what I hear, I forget. What I hear and see, I remember few. What I hear, see, and ask or discussion with my friends, I understand. What I hear, see, discussion, and do, I get the knowledge and skill. What I teach to the other people, I master it".²

There are many reasons found of the cause of many people almost forget what they hear. One of the most interesting answers is because there are the differences between the distances of teacher speech with the skill of student's hearing in learning process. Many teachers talk about 100 – 200 words in minute, while the students can only hear 50 – 100 words in minute (half of what the teacher explains), because the students hear the teacher explanation while thinking. The human brain cannot record a sound as many as recorder in the same time of speaking. The human brain always asks every information coming and human brain also responses every information got, so the attention cannot flatten. This makes the students get difficult to remember what they study.³

Many researches state that the students study much information, when they are happy. They will criticize what they get to absorb the new

¹ Hartono, "Strategi pembelajaran active learning", *Membina Generasi Rabbani*, <http://sditalqalam.wordpress.com/>, accessed on 5 Mei 2014

² Melvin L. Siberman, *Active Learning 101 Cara Belajar Siswa Aktif*, (Bandung : Nuansa, 2012), 23.

³ Ibid, 24.

knowledge. Active learning makes the students as subject in studying, and has potency to increase the creativity in every lesson activity that they get; it is not only inside the class but also outside the class.⁴

Studying is enjoying if it does initiative itself and it includes thinking and feeling of the students. Opportunity to choose the specific skill will increase the motivation of the student and give the exercise to the students to study how to study.⁵ Individual is active when the motivation comes from inside.⁶

Every child is clever, energetic, curiousness, big spirit to study and be kind in studying. The students will study well when they are happy, active, interested in what they do. One of the strategies in English learning is active learning great wind blow. Great wind blow is the game which is applied in learning English, it makes the students free to express and laugh. This action is to make a good team and the students know each other well. The researcher believes that this game will be useful for the teacher to teach English vocabulary. It is to add some vocabularies and improve the student motivation well, to make the students know well about the vocabulary.⁷

Based on the explanation above, the researcher did about the method of active learning great wind blow to improve student's English vocabulary at eleventh grade of MA NU Mojosari Ngepeh Loceret Nganjuk, to make the

⁴Abdul Wahab Rosyidi, *Active Learning Dalam Pembelajaran Bahasa Inggris*, (Malang : UIN-Malang Press, 2008), 124.

⁵Nazri Syukur, *Proses Psikologik Dalam Pemerolehan dan Belajar Bahasa*, (Yogyakarta : UIN-SUKA, 2008), 130.

⁶*Ibid*, 142.

⁷Zainal Arifin Ahmad, *Ilmu Pendidikan*, (Yogyakarta : UIN-SUKA, 2009), 22.

research more specific, the researcher chooses the title **“Improving English Vocabulary through Active Learning “Great Wind Blow” of the Eleventh Grader of MA NU Mojosari Ngepeh Loceret Nganjuk 2013 / 2014”**

B. Problem of the Study

Based on the background of the study, the researcher formulates the problems of the study namely, “How can active learning Great Wind Blow improve English students’ vocabulary at the eleventh grade of MA NU Mojosari Ngepeh Loceret Nganjuk?”

C. The Objective of the Study

Based on the research problems above, this purpose of this study is to know how active learning great wind blow can improve English students’ vocabulary at the eleventh grade of MA NU Mojosari Ngepeh Loceret Nganjuk.

D. Significances of the Study.

The research will give some useful information about improving student’s vocabulary through active learning great wind blow at the eleventh grade of MA NU Mojosari Ngepeh Loceret Nganjuk. Hopefully, the result of this study is useful for the students, teachers, and all the readers. The result is used for the following:

1. For the writer

By doing the research, the writer hopes that he can study and get more information to identify the problem in improving student's vocabulary through active learning great wind blow. Besides, the writer will get new experiences and knowledge for the future of his life.

2. For the students

The result for the students is as the effect to improve the student's vocabulary and the effect to raise the intelligence and competency of the students' thinking. The students can also enjoy themselves in learning English in the class and enlarge their vocabulary early.

3. For the teacher

This research is expected to provide students with the information about vocabulary, in which the teachers will help their students when facing some problems in vocabulary. The teacher also gets input about the way of improving the student's vocabulary through active learning great wind blow.

4. For the readers

It is expected by reading the final project the reader will have no find any difficulties in understanding the vocabulary mastery through active learning great wind blow.

E. The Limitation of the Study

The research is focused on the students' vocabulary through active learning great wind blow. The subject of the research is the eleventh grade of MA NU Mojosari Ngepeh Loceret Nganjuk, especially in the second semester 2013 / 2014 academic year. The material of the study is active learning great wind blow which is used as an object of discussing in the thesis. The writer limits on concentrate vocabulary. The vocabulary that is used is the vocabulary based on the work book (Kreatif) of dinas pendidikan kabupaten Nganjuk 2013 / 2014.

F. Definition of key Terms

Definition is intended to avoid the ambiguity in perception of some terms used in this study. In the definition of key terms, the researcher will define the key term that related to this thesis; they are improving, vocabulary, active learning, great wind blow, and MA NU Mojosari Ngepeh Loceret Nganjuk.

1. Improving

Improving is process of becoming or making something better than before.⁸ This research presents about the result in students' vocabulary through active learning great wind blow.

⁸Hornby, *Oxford advanced learner's dictionary of current English oxford*, (New York: Oxford Pers University 1995), 73.

2. Vocabulary

Vocabulary is the total number of word in language that an individual know and those words are used as vehicle of the language to express one's though. Vocabulary is words as units that were part of grammatical patterns. In that sense, a word could be an element which can stand alone as an utterance, it cannot be divided into two or more part similarity characterized.⁹

Every language has fineness, complexity, uniqueness, vocabulary not only has a new word or popular word but also has a right word. Improving the student's quality and quantity vocabulary has a purpose, they are Improving student's mental skill, Improving student's conceptual, Improving student's critical thinking, Enlarging student's knowledge¹⁰

In English lesson that focus in communication is mastering vocabulary as many as possible, it is needed to the students, so they will be easy to speak English well. Before they can speak English actively, they have to master English vocabulary at least 200 active words and also some grammar.¹¹

The good factor for the English students and teachers is about vocabulary, because it has some of the word has been adopted to the Indonesian and local language. Many adopted word from English will

⁹Robert Lado, *language teaching*. (New Delhi: Tata MC Grow – Hill publishing co. Ltd. 1964), 182.

¹⁰Guntur Tarigan, *Pengajaran Kosakata*, (Bandung, Angkasa, 1984), hlm. 23

¹¹Furqon Aziz, *Pengajaran Bahasa komunikatif Teori dan Praktek*, (Bandung : Rosdakarya 2002), 11.

make students to be easy to learn English vocabulary and understand the meaning of the word.¹²

Teaching vocabulary has some important point, they are teaching vocabulary does not stand alone, limiting the meaning, vocabulary in a context, translating in teaching vocabulary, the difficult level. Teaching vocabulary also has some techniques, they are listening word, saying word, getting the word meaning, reading word, writing the word.¹³

3. Active Learning

Active learning according to Abraham Maslow (Humanistic Figure) is one of the concept theories of human that the potency of human is unlimited. Maslow also said that people is more optimist to face the future and has the potency to always develop. Active learning is dedicated to optimize all of the student's potency, so the students get the result of the study suitable with the characteristic that the students have. Besides that active learning is also dedicated to keep the attentions of the students, so they will always focus in learning process.¹⁴

Active learning makes the student as subject of the learning process and improves the creativity in every learning activity not only inside the class, but also outside the class. In this strategy, the students is focused to learn by touching, feeling, and looking directly, and also the

¹²Akrom Malibary,dkk, *Pedoman pengajaran Bahasa Inggris*, (Jakarta : Perguruan Tinggi Agama Islam IAIN, 1976), hlm. 80.

¹³Ahmad Fuad Effendi, *Metodologi Pengajaran Bahasa Inggris*, (Malang : Misykat 2005), hlm. 96.

¹⁴Anita E. Wolfock, *e-Study Guide for: Educational Psychology : Modular Active Learning 11th Edition*, (New York: Content Technologies. Inc, 2014), 13.

student experience themselves, so the learning process is more significant and faster understood by the students. In this case the teacher focuses to motivate the students and gives guiding and equipments.¹⁵

Some researches prove it that the student's attention decreases while the learning process ends. Pollio showed that the students' attention in the class is only 40 % in the learning process, while Mc Keachin said that the students' attention in the class is only 10 minutes from the beginning of the class. It only gets 70 % and decreases until 20 % at the end of the lesson. This condition is often happened in the learning process in the class, it makes the education fail, one of the reason because the students only use the hear sense than use the visual sense, so the students may lost the lesson easily.¹⁶

Melvin L Silberman said in his book, "Modifies and enlarge the statement of Confucius above, it is to be active learning, active learning is what I hear, I forget. What I hear and see, I remember few. What I hear, see, and ask or discussion with my friends, I understand. What I hear, see, discussion, and do, I get the knowledge and skill. What I teach to the other people, I master it. There are many reasons found of the cause of many people almost forget what they hear. One of the most interesting answers is because there are the differences between the distances of teacher speech with the skill of student's hearing in learning process. Many teachers talk about 100 – 200 words in minute, while the students can only

¹⁵ Abdul Wahab Rosyidi, *Active Learning Dalam Pembelajaran Bahasa Inggris*, (Malang : UIN-Malang Press, 2008), 123.

¹⁶ Hartono, "Strategi pembelajaran active learning, accessed on 5 Mei 2014.

hear 50 – 100 words in minute (a half of what the teacher explains), because the students hear the teacher explanation while thinking. The human brain cannot record a sound as many as recorder in the same time of speaking. The human brain always asks every information coming and human brain also responses every information got, so the attention cannot flatten. This makes the students get difficult to remember what they study”.¹⁷

4. Great Wind Blows

Great wind blow is the game that the fast opening activity and give the students free to move and laugh. This activity is proposed to make a good team and make the students know each other. The procedure of this game is arranging the chairs surrounded or face each other's, and then every student sits in the chair. It must be one or two of the chairs are empty to the students who get punishment because they do not have the chair, then the teacher asks the question to the students who get punishment, if the teacher says *right*, so the students will leap to get the empty chair. For the two students who do not have the chair will get the punishment again. This is what the game called Great wind Blow.¹⁸

The steps of implementing great wind blow:

1. Make a chair forming cycle, every student has to get 1 chair, and only one student do not get the chair.
2. The students gather in the center of the cycle chair.

¹⁷ Siberman, *Active Learning*, 23.

¹⁸ *Ibid*, 84.

3. The students have to struggle to get the chair when the teacher says “right”.
4. The student who does not get the chair will get the punishment. The punishment is according to the teacher given (asking about vocabulary).
5. The student who gets the punishment will stand up in the cycle of chair.
6. The students have to get another chair if the teacher says “right”, after the student who gets punishment answer correctly.
7. The student who does not get chair will get punishment again.
8. This process continues until the time is over.¹⁹

¹⁹ Ibid.