

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

In this modern era people demand to have more than one language because as a tool for communication, it takes an important role in our daily activities. Without communication, people will be left behind. Communication in a foreign language is a bridge to get information, knowledge and culture. Indonesia, as a developing country has realized that English as an International language is needed to be mastered by Indonesia people. As consequence, it cannot be separated from vocabulary mastery because, vocabulary is the basic language component.

Vocabulary is the solid foundation to learn English for children. It is a primary skill which should be mastered by the children before they acquire another language skill, such as listening, speaking, reading, and writing. It means that vocabulary plays an important role in communication both in spoken and written. Vocabulary is a main skill which should be mastered by the students to get and understand whole English skill; receptive skill (listening and reading) and productive skill (speaking and writing).

Vocabulary is one of language components that must be considered as the most important aspect in language learning. In other words the function of vocabulary is to support all skills in target language. However English has many

words form, it is difficult for foreign learner to master them all and to apply them in the four language skill.

Elementary School as the basic level of education provider that learner at the level of today's children is exposed to a foreign language subjects. Surely this is a separate homework for English teachers who teach in elementary to achieve learning success. English teacher at the elementary school level are exposed to various kinds of reality that can be its own obstacles for them to formulate appropriate teaching how to deal with students who are still at the level of children. It's not easy to instill the knowledge and expertise English for children in indonesia because English as a foreign language in Indonesia. Therefore, it is very important to find out elementary school students' vocabulary learning difficulties and help them effectively deal with vocabulary.

Based on the researcher primary observed at SDN 129 Pekanbaru, the researcher found some problems that students faced about learning English especially vocabulary. First, some students had difficult to get the meaning of vocabulary, they did not understand meaning of the words. It made them unable to answer the questions in the examination correctly. Second, the students lacked of vocabulary because they were difficult to memorize of vocabulary. And the last, English was not their daily language. They did not use English in their daily activity. It made their English vocabulary did not improve rapidly.

Based on some problems above the researcher will use REACT (Relating, Experiencing, Applying, Cooperating, Transferring) relating is teachers connect

concepts learned with material knowledge of the students. Experiencing is students conduct experiments (hands-on activity) and teacher gives an explanation to guide students to discover new knowledge. Applying is students apply knowledge learned in everyday life. Cooperating is students conduct group discussions to solve problems and develop the ability to collaborate with friends. Transferring is students demonstrate the ability of the knowledge they have acquired and apply them to new situations and contexts. Strategy is respond or behave in a particular way in response to something. REACT strategy is organizing the students into groups of five students. The aim is to complete certain task and REACT (Relating, Experiencing, Applying, Cooperating, Transferring) is group that consist of four or five students.

The reason for choosing REACT strategy are dynamic than pair work, because there is a greater chance to express student idea, REACT is more potential. It can be use for vocabulary, REACT is more relaxing than working pair, REACT develops and cooperation among group members, REACT can develop group interaction strategy that facilitate interaction.

From the explanation above, the researcher is interested to carry out the research entitled:

“The Effect of Relating, Experiencing, Applying, Cooperating, Transferring (REACT) Strategy Toward Students’ Vocabulary on Fifth Grade of SDN 129 Pekanbaru”.

1.2 Setting of the Problem

Based on the explanation of the background above, the writer set the problems as follow: First, some students have difficult to get the meaning of vocabulary, they are not understanding of meaning of the word. It made them unable to answer the questions in the examination correctly. Second, the students lackof vocabulary because they are difficult to memorize of vocabulary. And the last, English was not their daily language. They did not use English in their daily activity.

Concerning with the problems above, the teacher needs to do something in teaching vocabulary to the students. The researcher focuses on using vocabulary REACT. It may be an excellent way that can be used to build the students vocabulary at SDN 129 Pekanbaru. It can stimulate students' motivation in learning English vocabulary and make the learning process more interesting.

1.3 Limitation of the Problem

Based on the setting of the problem, it is very important for the researcher to limit the problem. The researcher focuses on the use of REACT strategy to improve the vocabulary mastery of the fifth grade students of SDN 129 Pekanbaru. The researcher focus on the meaning of vocabulary that involve noun, adjective, verb, and adverb.

1.4 Formulation of the Problem

According the limitation of the problem above, the research problem formulated as follows: “Is there any significant effect of REACT Strategy toward vocabulary mastery of the fifth grade Students of SDN 129 Pekanbaru?”

1.5 Objective of the Research In the relation of the problem mentioned above, the objective of the research, To find out a significant effect whether REACT strategy has such toward students’ vocabulary of fifth grade of SDN 129 Pekanbaru.

1.6 Significance of the Research

1. The researcher hopes that the findings of this research useful to give positive contribution to English teachers to improve students’ vocabulary mastery, especially on the meaning of new words, and the content wordssuchas: noun, adjective, verb, adverb.
2. The student in this research is they can improve their understanding about English vocabulary and make the study of English more enjoyable and fun.

1.7 Definitions of Key Terms

1. (Crawford,2001) REACT strategy is a great way to make vocabulary come alive. The react strategy is an arrangement of numbers that can be added across, down, or diagonally, and will always be equal on the same sum.
2. Vocabulary is knowledge of a word, including the meaning and how to imply it into a sentence (Stahl, 2005). In this research, vocabulary

means English word that are taught to the fifth grade students of SDN
129 Pekanbaru.



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