# CHAPTER 1

# INTRODUCTION

This chapter consists of the background, research questions and research objectives, the significances of the research, rationale and previous studies

## A. Background

Learning language means that student must master all language skills such as listening, speaking, writing and reading. However, those skills can not master by students if they have a lack of vocabulary. Lack of vocabulary is impeded students to master main skills in learning the English language because vocabulary is a basic element in the learning process. According to Manser (1995) Vocabulary is the total number of words in a language (p.461). From the opinion above, it can be concluded that vocabulary is a listing of all words that are taught in the foreign language. Vocabulary refers to the words we must understand to communicate effectively.

One of the texts that must be taught in junior high school based on Kurtilas 2013 is recount text. According to Djuharie (2010) recount is a text which retells events or experiences in the past. Learning text like recount text, students are essentially required that they be able to answer the very basic question of why learners need to learn how to read and comprehend the text. Comprehension is a process of understanding and reconstructing meaning in a text through interaction (Snow, 2002). Johnson and Pearson (1987) said the words become a summary symbol for all those concepts, a set of abbreviations that allow us to communicate a lot of meaning in a brief amount of space and time. It can be concluded that reading comprehension requires vocabulary mastery to understand the text.

Indeed, many people who learn English especially for the beginner's level are often faced with the vocabulary mastery problem. They cannot comprehend and master it well. Based on an information that given by second grade teacher while teaching recount text by using conventional method to the second grade of MTs Al-Ihsan Baleendah , the writer found that the learners face some obstacles in mastering vocabulary like (1) they have limited number of vocabularies, (2) it is hard for them to memorize the meaning of words, (3) their scores of English tests are low. Therefore, the writer tries to solve the obstacles of the students' in mastering vocabulary by applying one teaching method.

Several methods can be used in teaching vocabulary; one of them is team teaching method. The team teaching method is teaching method which involves two teachers or several teachers to teach one group, the teachers will combine their skills, and work together as a team or partner to teach a class in the same subject. Nasih (2009) said Team teaching is a method of classroom instruction in which several teachers combine their subjects into one course which they teach as a team to a single group of students (p.183).

There are many researchers is interested in observing team teaching method in learning process like "The Reading comprehension recount text of the eighth grade students of SMPN 1 Kaliyaman Jepara in the Academic year 2011/2012 taught by using team teaching strategy" by Anik Afriani, University of Muria Kudus. The result showed that there are any significant differences before and after being taught by using the team teaching strategy. The other research was conducted by Saiful Akmal and Asrul Hadi; the title is " Applying team teaching to improve students' ability in understanding English narrative text". It is shown that team teaching gave more advantages to improve students' ability in understanding English narrative text.

2

However, this study aims to know the effectiveness of team teaching method to improve students' vocabulary mastery in recount text which is contained in the second grade of junior high school Kurtilas 2013 syllable.

Therefore the researcher decided to observe "*The Effectiveness of Team Teaching to Improve Student's Vocabulary Mastery in Recount Text.*" The study will be applied to the second grade of  Junior high school. It is located at MTs Al-Ihsan Baleendah Bandung that is located in Jalan Adipati Agung no.40, Baleendah, Bandung.

B.  **Research Questions**

The problem in this research are formulated in the following question :

1.  What is the student's vocabulary mastery in recount text before using team teaching?

2.  What is the student's vocabulary mastery in recount text after using team teaching?

3.  How significant is the difference between students' vocabulary mastery in recount text after using team teaching?

C.  **Research Objectives**

The objectives of this research are formulated in the following statements :

1.  To find out students' vocabulary mastery before using team teaching.

2.  To find out students' vocabulary mastery after using team teaching.

3.  To find the significant difference before and after the use of team teaching in the learning process to improve students' vocabulary mastery.

## D. Significance Of Study

This study has several significances. *For students*, team teaching method can improve student's vocabulary mastery in recount text. *For the teacher*, team teaching method can be applied as a reference in teaching vocabulary of recount text. *For the school,* team teaching method can exceed the variety of teaching method that can be applied as the school teaching rules.

## E. Rationale

A language is a tool for communication. One of the skills that should be mastered is reading. According to Haki and Razi (2009), that reading is an interaction between writer and reader manifested through the meaningful manuscript. To build communication, either a writer or a reader must have skills required including vocabulary mastery to comprehend the text.

In mastering reading skills, several texts will be used as material learning. The second grade of junior high school students is learning recount text as the material or a tool to mastering reading skill. Recount is the text telling the reader what happened. It retells a past event. It begins by telling the reader who was involved, what happened, where this event took place and when it happened (Pardiyono, 2007, p. 63).

Vocabulary is a knowledge that studies about the word, part of the word that gives clues to the meaning of whole words. Richard (2003) states that Vocabulary is a core component of language proficiency and provides much of the basis for how well learner speaks, listen, read, and write. According Hunt and Beglar in Richard and Renandya (2003) discuss three approaches to vocabulary teaching and learning; Incidental learning (i.e., learning vocabulary as

a by product of doing another thing such as reading or listening), explicit instruction, and independent strategy development.

Quoted from Michael McCarthy in Vocabulary in use upper intermediate (2000), there are some indicators of Vocabulary Mastery; countable nouns, uncountable nouns, Collective nouns, abstract nouns, suffixes, roots, synonyms, context clues, and punctuations. To achieve these indicators, the researcher requires more partner to deliver material and repeat it with various design to build student's comprehension. That is why team teaching is an effective method to be applied.

According to Davis (1995) that Team teaching has been defined as "a type" of the instructional organization, involving teaching personnel and the students assigned to them, in which two or more teachers are given responsibility working together, for all or significant part of the instruction of the same group of students." Carlo-Olson (1997) has given a comprehensive definition of team teaching, according to him, teach teaching may be defined as "An instructional situation where two or more teachers possessing complimentary teaching skills cooperatively plan and implement the instruction for a single group of students using flexible scheduling and grouping techniques to meet the particular instruction.

Furthermore, Davis said that team teaching is a combination of work between two teachers that teach a class. This method will make students easily to improve students vocabulary mastery because two teachers teach a class. The first teacher will be a controlling teacher and giving material (teaching) on the other hand a second teacher will manage and controlling students the second teaching will guide students to remember the vocabulary.

There are some advantages of team teaching, 1) It can break traditional teacher boredom, 2) It will make the evaluation more effective, 3) it can apply various teaching design to teach vocabulary in class.

From the explanation above, the researcher tries to present a method that is expected to give an effect on the student's vocabulary mastery in recount text. The sample of this research used two kinds of the variable. Team teaching as the first variable and student's vocabulary mastery as the second variable.

## F. Hypothesis

According to Hatch and Farhady (1982), the hypothesis is a tentative statement about the outcome of the result. The hypothesis must experiment and logical-based or explained. The relationship between variables should be stated in a clear term. Furthermore, the hypothesis can make clear questions that will be researched. This research has two variables; the first is team teaching system as the "X" variable, and the second is student's vocabulary mastery as the "Y" variable. The relation of the research hypothesis is proposed as follow: "THE EFFECTIVENESS OF TEAM TEACHING TO IMPROVE STUDENT'S VOCABULARY MASTERY IN RECOUNT TEXT."

The hypothesis in this study is an alternative hypothesis (Ha) and the null hypothesis (Ho). The formulated hypothesis is described as follows:

**Ha**: There is a significant improvement in mastering vocabulary by using team teaching method.

**Ho**: There is no significant improvement in mastering vocabulary by using team teaching method.

6

## G. Previous Studies

There are several research that observes team teaching. One of them is research that has been conducted by Robin Usher, University of Hungary, with the title "The Use of team teaching and its effect on EFL student's proficiency in English. He observed 20 students randomly from King Saud University as foreign learners". This research conducted a classroom action research. The result shows in the cycle. First, the calculation of T-test is 11,16 which is higher than t-table (2,080). In the second and third cycle, the calculation of is 8,24 which is higher than t-table (2,080) and the calculation of t-test in cycle four is 8,79 % by the level of significance of 5 %. So there is a significance improvement in speaking by team teaching.

Another research about team teaching that has been conducted by Levi Obijiofor and Zara Volcic. The University of Queensland, with the titile "Theoretical and Practical Issuses in Team Teaching a Large Undergraduated Class." This paper reports on the team teaching approaches adopted in the delevery of an introductory journalism and communication course at the University of Quensland. There are three authors were involved in delivering the subject during Semester 1, 2007. In that semester, the course achieved a record enrollment of 505 students. The study found that team teaching is generally very well received by undergraduate students. The study reported there are certain aspects of team teaching that enhance students' learning experience which students appreciate. The result of the study indicates that students responded well to most of team teaching strategies adopted in delivering the introsuctory journalism and communication course.

In Indonesia, the research of team teaching was conducted by Dina Puspita Rini, the University of Malang with the tile "The Implementation of English team teaching at a Senior

High School in Malang." This research used a qualitative-descriptive study to describe the impelentation of team teaching by using purposive sampling that consists of 98 students and eight teachers that involved in the research. Besides, this research was aimed to know student's respond to team teaching method. So the data was collected by interview and video record. The result shows that the reasons for implementing team teaching were empowered the subject that the teacher taught and formed bonds among teacher and students. It was supported by Welty (1976 ) that team teaching appears to have emerged as a result of some opinion that the existing conventional teaching method should be revised. Students need a collaborative teacher to make an attractive situation.

"The Reading comprehension of recount text of the eighth grade students of SMPN 1 Kaliyaman Jepara in the Academic year 2011/2012 taught by using team teaching strategy" was conducted by Anik Afriani,University of Muria Kudus. The objective of this research is to find out whether there is a significant difference of the reading comprehension of recount text of the eighth grade students of SMPN 1 Kalinyamatan Jepara in academic year 2011/2012 before and after being taught by using the team teaching strategy. She observed 37 students randomly from 218 population. The result showed that before being taught by using the team teaching strategy the score of mean and deviation standard are 59.92 and 10.6. Meanwhile, after being taught by using the team teacting strategy the score of mean and deviation standard are 75.02 and 11.6. The calculation of t-test gets result 8.4, and in the level of significant 0.05 and the degree of freedom (df), 35 which is gained N1-1 t-table is 2.04. It is concluded that there are any signisicant differences of the reading comprehension of recount text of he eighth grade

8

student of SMPN 1 Kalinyamatan Jepara in academic year 2011/2012 before and after being taught by using the team teaching strategy.

"The effectiveness of team teaching to improve students' ability in the understanding reading text at SD Teuku Nyak Arief Fatih Bilingual school Darussalam" by Mirza Adia Nova, 2013. This research is intended to know whether at SD Teuku Nyak Arief Fatih Bilingual School has implemented the procedure model of team teaching and to know the student's ability in understanding reading skill; word meaning of vocabulary and detail. This research is descriptive research. The population of this research are three classes; there is the 1st, 2nd, 3rd grade that implemented this method. The writer chose the 3rd grade as the sample in this research, there are 43 students. Data collection was gathered from observation and test. The result of the test shows that the mean score (x) is 85,7 while the KKM is 75 and the mean lies in range 85-94. It means that the students' achievement in comprehending detail and vocabulary deal with a noun, adjective, and verb is categorized as "very good".

The other research was conducted by Saiful Akmal and Asrul Hadi, the title of this study is " Applying team teaching to improve students' ability in understanding English narrative text." This research was conducted in April 2010 and the population of this study is the first year students of SMAN 4 Banda Aceh. Based on the test, questionnaire, and interview analysis, it could be argued that the first hypothesis is accepted. This could be seen based on the mean of the test. The mean score in the experimental class was 70,5 and 57,5 in the control class. It could be summed up that test score in the experimental class was higher than that of the control class. It means that

students' ability in understanding English narrative text has increased after using team teaching.

However, the effectiveness of team teaching to imrpove students' vocabulary mastery research is different from research that has been conducted by Robin Usher, University of Hungary, with the title "The Use of team teaching and its effect on EFL student's proficiency in English. The difference between this research is from the matter that would be analyzed. The research by Robin Usher is to find the effect on EFL student's proficiency in English using team teaching, and he observed randomly, while this research use team teaching to improve students' vocabulary mastery.

The research by Levi Obijiofor and Zara Volcic. The University of Queensland, with the titile "Theoretical and Practical Issuses in Team Teaching a Large Undergraduated Class." The difference between Levi Obijiofor and Zara Volcic and this research is the teacher who involved in delivering the subject; their research was involved three teachers while this research involves two teachers.

Another research by Dina Puspita Rini, the University of Malang with the title "The Implementation of English team teaching at a Senior High School in Malang." Dinas' research have some difference with this research there are, Dinas' research is applied in senior high school, her research used qualitative descriptive study and using purposive sampling, and there are eight teachers were involved to the research whereas this research applied in junior high school, this research use quantitative study and there are two teachers is involve in the research.

"The Reading comprehension of recount text of the eighth grade students of SMPN 1 Kaliyaman Jepara in the Academic year 2011/2012 taught by using team

teaching strategy" was conducted by Anik Afriani, University of Muria Kudus. The research by the title "The effectiveness of team teaching to improve students' ability in understanding reading text at SD Teuku Nyak Arief Fatih Bilingual school Darussalam" by Mirza Adia Nova, 2013. The difference between Aniks' reseach, Mirza research, and this research is the skill that will be analyzed where Aniks' and Mirzas' research analyzed reading comprehension skill while this research analyzed students' vocabulary mastery.

The other research by Saiful Akmal and Asrul Hadi, " Applying team teaching to improve students' ability in understanding English narrative text". The difference between this research with Akmal and Asrul research is in the type of study. Akmal and Asrul study is used qualitative study where they collect ed the data with questioner and interview while this study uses quantitative study and the data will be collect by test students before and after using team teaching.

Presumably, the effectiveness of team teaching to improve students' vocabulary mastery is generally aimed to improve English skill and know they respond. This research tends to improve a specific skill that contained in a specific material. This research will focus on student's vocabulary mastery in recount text. Hopefully, this research will help teachers at improving student's vocabulary mastery.