



**IMPROVING THE STUDENT'S VOCABULARY MASTERY
BY USING PUZZLES AT THE FIFTH YEAR
OF SDN 04 KARTASURA**



RESEARCH PAPER

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by
NUR HIDAYAH
A320050232

**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
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CHAPTER I

INTRODUCTION

A. Background of the Study

In Indonesia, English is the first foreign language that is taught in formal school starting from the elementary school until university. In the elementary school curriculum, English is included as a local content. So, it is appropriate to the school to teach this subject or not as what is stated on the Elementary Education Curriculum (*GBPP Muatan Lokal SD Bahasa Inggris:1995,1*). However, most of elementary school decides to teach it. Even in some private kindergartens English is included in their curriculum and in some private elementary school it is taught from the first year.

Teaching English vocabulary to children especially at elementary school is not easy and it is different from teaching English vocabulary to adult, because they have different characteristic and different motivation. In the teaching and learning process, a teacher plays an important role. He or she must be able to know the student's interest and motivation. Cullingford (1995: 10-11) says that there are some signs of a good teacher that can be detected in the way classroom is run. The signs are: (1) A share working atmosphere, (2) An awareness of the needs of each pupil, (3) A purposeful, well-organized classroom, and (4) The celebration of success.

The aim of teaching English to Elementary School students is that the students are expected to have the language competence covering pronunciation, vocabulary, writing, structure and cultural awareness. The

students are then expected to have the skills to use the language in a simple form.

Muatan pelajaran Bahasa Inggris diajarkan kepada siswa dengan harapan siswa memiliki:

- 1. Kemampuan (language competence) yang mencakup unsur-unsur tata bunyi, kosa kata, tata tulis, tata bahasa dan tata budaya.*
 - 2. Keterampilan menggunakan (language performance) unsur-unsur diatas tersebut dalam bentuk sederhana.*
- (GBPP Muatan Lokal SD Bahasa Inggris: 1995:2)

Meanwhile, vocabulary, according to Hornby (1995:113) is a number of words in a language. Vocabulary is very important role in language learning. It is required in all kind of language skills covering listening, speaking, reading, and writing. It is also the basic step to learn English in written form as well as spoken form.

One of the techniques in teaching vocabulary is by using puzzles.

Summer (2003:146) states that puzzles are:

1. a game or toy that has a lot of pieces that you have to fit together
2. a game in which you have to think harder to solve a difficult question or problem
3. something that is difficult to understand or explain
4. a piece of information that helps you to understand part of a difficult question, mystery etc.

According to Case (1994:63), a puzzle is helpful for language learning since it gives enjoyment, satisfaction, reflection, and play that can focus learners' attention on the language in a concentrated but non-stressful way.

Puzzle gives less stress. It is also good for exercises. By learning language, students will enjoy doing the puzzles. They will be satisfied if they can answer the puzzles correctly. However, puzzles differed from the other

form of exercises, students won't feel guilty if they cannot answer the puzzles. The other goodness of puzzles in language learning is that doing puzzles also focuses learners' attention for the language itself.

Based on the description above, the writer decides to make an action research to improve the vocabulary mastery to the fifth year students of SDN 04 Kartasura by using one of the techniques in teaching vocabulary. In this case, the writer tries to use puzzles. The research is entitled: **IMPROVING THE STUDENT'S MASTERY ON VOCABULARY BY USING PUZZLES AT THE FIFTH STUDENTS OF YEAR SDN 04 KARTASURA.**

B. Problem Statement

Based on the background of the study, the researcher formulates the problem as follows:

1. How is the process of teaching vocabulary using puzzles?
2. What is the result of teaching vocabulary using puzzles?
3. How is the student response to method of teaching English vocabulary using puzzles?

C. Objective of the Study

Based on the research problem, the purposes of the study are:

1. to describe the process of teaching vocabulary using puzzles,
2. to describe the result of improving vocabulary using puzzles,

3. to describe the student response to method of teaching English vocabulary using puzzles.

D. Limitation of the Study

It is impossible to discuss all problems above. Therefore the study focuses on the use of puzzles as technique to teach English vocabulary to elementary school students of SDN 04 Kartasura at the fifth year in 2009/2010 academic year. The writer uses puzzles as media in this study.

E. Benefit of the Study

The writer hopes that the result of this study can give us benefits as follows:

1. Theoretical Benefit: the researcher hopes that the result of the research will be useful for English teacher to improve the teaching of English at elementary school especially teaching vocabulary.
2. Practical Benefit: the researcher will enrich the theory of improving vocabulary mastery in elementary school.

F. Research Paper Organization

The result of this research will be arranged as follows:

Chapter I is introduction that contains the background of the study, problem statement, limitation of the study, objective of the study and benefit of the study, and research paper organization.

Chapter II, underlying theory, includes review of previous study, the notion of vocabulary mastery, the notion of puzzles, and the notion of young learners.

Chapter III is research method that presents type of the research, subject of the study, object of the study, data and data source, method of collecting data, technique for analyzing data, and action research.

Chapter IV is result finding that presents the improving the student's vocabulary mastery by using puzzles at the fifth year of SDN 04 Kartasura, the result of the improving, the student's responses toward improving student's vocabulary mastery by using puzzles, discussion, and the advantages and disadvantages of improving vocabulary mastery by using puzzles.

Chapter V is conclusion and suggestion.