CHAPTER I

INTRODUCTION

This chapter provides a brief description of the whole content of the study. It covers the background of the study that describes the reason why this study is conducted, problem identification of the study, problem limitation of study, research problems, research objective and significant of the study.

1. 1 Background of the Study

In Indonesia, interest in teaching English to young learners has been steadily growing in recent years. Jalal, F., & Musthafa (2001) state that decentralization of education in Indonesia has encouraged local governments to make their own decisions relative to some portion of curricular space in the form of the use of some learning hours for what has become known as local contents. As a result of this decentralized decision-making, since the last decade, public interest in English for Young Learners (EYL) has become enhanced. Ardeo (2003:110) states that during the last few decades there has been an increasing need to use the English language for the expression of knowledge within specific professional fields. This is evidenced in the increasing number of district and city governments all over the country that offer English classes at the elementary school level. The curriculum in Indonesia has been changing and developing in

many times. Teaching English to young learners refers to a more specialized area of teaching English, which deals with younger students. It is different from teaching adults. When teaching young learners, we constantly have to keep in mind the fact that what we have in front of us, a class with varied abilities, expectations, motivation level, knowledge and last but not least, different learning styles. Bourke, (2006:280) notes that young learners do not have a concept of ideas such as parts of speech, discourse or phonology. Any attempts to explain these abstract concepts at an early age will likely confuse them. In addition, from an early age, children firstly begin to sort out words involving concrete objects. It is supported by Cameron (2001:81) when introduced into the L2 classroom, children need very concrete vocabulary that connects with objects they can handle or see.

In English, there are four skills such as speaking, listening, reading, and writing. English also consists of language elements: grammar, pronunciation, spelling and vocabulary. Vocabulary is the first thing that should be taught in learning a language. According to Edward (1997:149), vocabulary is one of the important factors in all language teaching. Students must continuously be learning words as they learn structures and as they practice sound systems. In addition, vocabulary is more than grammar. It is the key for the students to understand what they hear, write, read and communicate successfully with other people. For this reason, it is very important to quickly build up a large store of words. Related to that, Richards & Renandya (2002:255) state that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. In other words, vocabulary is very important, not

only is it to build up students' words but also to support the four skills in a language. In order that students can communicate in English well, vocabulary influences language comprehension more than grammatical correctness in effective communication. In this concern, Wilkins (1972:111) emphasizes that "Without grammar, very little can be conveyed. Without vocabulary, nothing can be conveyed".

Allen (1983:3) reveals that many teachers assume that vocabulary can be developed in the teaching-learning process. However, students, in reality, encounter problems to find out the meaning of words. Milton (2009) states that if learners are tired or uninterested or misunderstanding what they are expected to do, or if the teachers construct a bad test, then they may produce a language that does not represent their knowledge. The teachers should find out a solution by creating an efficient and effective way of teaching English vocabulary. Furthermore, teachers should establish a condition, which makes teaching vocabulary possible for learners. According to Wheeler, Jones, Thornton, & Hubbard (1983:50), teachers must make sure students have understood new words, which will be remembered better if introduced in a "memorable way". Bearing all these in mind, teachers have to remember to employ a variety of techniques for new vocabulary presentation and revision.

From the facts, learning vocabulary seems easy but it is difficult for some learners. It also happened at SD N 1 Petang. Based on the preliminary observation, the fourth-grade students at SD N 1 Petang still had difficulties in mastering vocabulary and students still had a limited vocabulary stock. As a result, the students looked confused about spelling, word meaning and also

pronunciation. For example, when the students were doing an exercise, they wrote wrong spelling like the words "apple" became "aple", the word "mango" became "manggo", the word "cheek" became   s when they were doing the exercises. It is because they found it difficult to memorize the vocabulary. They did not understand the meaning. From the explanation above, vocabulary is a big problem in learning English for the fourth-grade students.

The problems above were caused by two factors such as the use of limited media and strategy in teaching vocabulary by the English teacher. The teacher only used a conventional strategy to teach the students without any interesting media. The students were passive and only memorizing what the teacher explained to them. Khalid & Azeem (2012:170) state that conventional learning is very common in education and it also makes the students memorize the material. It showed that the students cannot be more creative and independent to develop their knowledge. In addition, the students were also easily bored and uninterested in learning English.

To solve the problems, the researcher decided to conduct experimental research, which focused on vocabulary mastery using a kind of puzzle namely word search puzzle. As puzzleologist, Fixx (1978:18) once wrote that the reason for this is no doubt, because puzzles not only bring us pleasure but also help us work and learn more effectively. According to Sutherland (2009:11), a word search is simply a collection of words hidden in a grid of seemingly random letters and the words always run in a straight line horizontally, vertically, or diagonally in two directions; forward or backward in each of these four directions.

This study chooses word search puzzle because wants to try applying a new strategy to make students easily memorize and enhance the vocabulary.

Yulianti (2017)proves that using word search puzzle can help students increase their vocabulary achievement. This game could help students in increasing vocabulary achievement for both students with high and low interest. In addition, Al-Furqon (2017)also showed that there is a significant effect of word search puzzle in teaching vocabulary. It means that word search puzzle game gave a positive effect on teaching vocabulary to the first-grade students of SMP N 3 Proppo.

Empirically, word search puzzle has not been tried in school in Bali. The researcher tried to apply this strategy at SD N 1 Petang. This school is located in Badung Regency. SD N 1 Petang is a favorite school in Petang District. It is because most of the teachers have good skill and quality in teaching. Besides, the students also have good achievements in competitions. In addition, the facilities and infrastructures of this school is very adequate. It is a national school with good accreditation. Based on DAPODIK (Data Pokok Pendidikan), school's accreditation of SD N 1 Petang is ＂A＂. So, teaching vocabulary using word search puzzle is suitable to apply in this school. From the explanation above, the researcher is interested in conducting a quasi-experimental research about "The Effect of Using Word Search Puzzle Game on Vocabulary Mastery of the Fourth-grade Students at SD N 1 Petang . This study is expected to display the effect of using words search puzzle on vocabulary mastery of the fourth-grade students at SD N 1 Petang.

1. 2 Problem Identification

After observing and doing interview with the English teachers at SD N 1 Petang, the researcher identified th   problems in learning English especially in mastering vocabulary as below :

1. Students had difficuties in mastering vocabularies especially in spelling, word meaning and also the pronounciation.

2. The teacher used limited media and strategy in teaching English especially vocabulary.

3. Students were easily bored and unmotivated because the learning process is not interesting. It made the students being a passive learner.

1. 3 Problem Limitation

In order to avoid any misinterpretation of the problem, the study had a limitation. This study only focused on vocabulary mastery and it taught toward word search puzzle game in the fourth grade students at SD N 1 Petang. There were two topics which were selected based on the syllabus of curriculum 2013. The topics were *things in the classroom* in unit 2 and *parts of human body* in unit 3. This study selected those topics because the teacher at SD N 1 Petang already taught the topic in Unit 1. So, the topic continued to Unit 2 and Unit 3.

1. 4 Research Question

From the description above, this study formulated the research question as below   :

Is there any significant effect of using word search puzzle games on vocabulary mastery of the fourth grade students at SD N 1 Petang ?``

1. 5 Objective of The Study

The objective of this study is to know whether or not there is any significant effect of using word search puzzle on vocabulary mastery of the fourth grade students at SD N 1 Petang.

1. 6 Significance of The Study

The findings of the research could be provided the additional information about the use of word search puzzle game in classroom activities, and provide information about the effects of the game on vocabulary mastery of the fourth grade students.

1) For the Students

The result of this study could be beneficial for the students, so that the students can enjoy studying English by using games. Teaching vocabularies by using word search puzzle game will make students relax and fun, because this method their learning vocabulary easily without significant difficulties. This can make students' vocabulary getting better.

2) For the Teacher

It is expected that the study ca

vocabulary. This study provided supports to English teachers to develop their teaching. They may improve the traditional methods in teaching and

learning vocabularies. They may also use the new methods for making students enjoy in learning. So they are not confused anymore in choosing the appropriate methods for students' need. This method can help the

3) For the other researcher

It is expected that it can be useful knowledge and information for other researcher who wants to conduct the similar study.