

## **CHAPTER I**

In this chapter, the writer discusses about :Background of The Study, Statement of the Problems, Objectives of the Research, Scope of the Research, Definition of Key Terms.

### **A. Background of the Study**

The purpose of teaching English language at school is develop the student's language skill. It means that after following a set of English instruction at school, the students should be able to use English for both spoken and written language production actively and effectively that is to communicate to each other by giving or receiving any information from the speaker to the writer to the audience or to the reader (the Guidelines of English of Specific Program, 1994)

As Wilkins wrote in (1972) states that “without grammar very little can be conveyed; without vocabulary nothing can be conveyed”. Thus, it can be concluded that learning vocabulary is important as the basic need to encounter a new language. Vocabulary is taught in many different ways. This type of learning

can sometimes made learners frustrate when they have to remember or to memorize a list of new words at once. Schmite and Mc. Carthy( 1997 : 6) say that vocabulary has an important role in language skills. In the first case study in Indonesia, that type of vocabulary learning made the students bored, less motivate and cause lack of vocabularies and fluency.

Therefore , English is very important. Especially, in dialogue between foreigners. Because of that, English became an important thing to be learnt. But to students, English is difficult to learn. Therefore, the researcher tried to introduce new technique in order to made student easy to understand about English and it can made students enjoy when they follow the English subject.

In this research, the researcher chooses vocabulary as the topic of this research because vocabulary plays an important role in learning English. Especially about noun and adjective for elementary school. In reference to the local English curriculum or syllabus of teaching English at elementary school that learning a language cannot be separated from learning vocabulary because the language itself consists of many vocabularies which make up language. It is supported by Hornby (1984:959) who state that vocabulary is the total number of words, with rules of combining them which makes up language. Knowing a language means knowing words of the language. It is impossible to learn a language without learning the vocabulary.

Vocabulary plays an important role in learning English. As stated by Wallace (1988:9), vocabulary is the vital aspect of language. One should master a number of words to listen, speak, read or write something in English well. A small number of words can be used effectively to express an enormous number of ideas as in the case with speaking, it is important to get learner be able to use a small productive vocabulary. Therefore, the mastery of adequate vocabulary was needed in using English written or oral texts.

They should be condition to be interest in English by introducing English when they are still in elementary school with a teaching technique and material which are able to arise their interest in learning English. Based on the background state previously, the researcher focuses her classroom action research on teaching vocabulary by Word Search Puzzle media in teaching vocabulary. It is hoped that the teaching learning process through by Word Search Puzzle media technique can increase student vocabulary achievement and the quality of teacher teaching performance.

## **B. Statement of the Problems**

The research is conducted under 3 major questions. They are as follow:

1. Can the use of Word Search Puzzle improve students vocabulary mastery at Elementary School?
2. How can the use Word Search Puzzle improve students participant in the vocabulary teaching learning processes ?

3. What problem do students find in learning vocabulary through Word Search Puzzle?

### **C. Objectives of the Research**

Derived directly from the mentioned research questions above, the objectives of this research are:

1. To find out whether the use of Word Search Puzzle can significantly improve students vocabulary mastery at Elementary School.
2. To find out the students responses toward the use of Word Search Puzzle in improving their vocabulary mastery at Elementary School.
3. To find out the students problems in learning vocabulary.

### **D. Scope of the Research**

The research is focuss on the use of Search Word Puzzle in improving students vocabulary, especially of noun and verb. Because research think this material easy and many example in we are around. The research is conducted at the Three grade students of SD Negeri 1 Sukamulya.

### **E. Definition of Key Terms**

To avoid the drawback or misunderstanding of some words in this research, it is important to give some explanations or definitions as follows:

1. Puzzle is a game, toy, or problem designed to test ingenuity or knowledge.

2. Improvement to become better than before ; to make something or somebody better than before. (Oxford Advanced Learner's Dictionary)
3. Vocabulary, according to Aeborsold and Field ( 1997 ) classified vocabulary into active and passive vocabulary.
  - a. Active vocabulary refers to put items, which the learner can be use appropriately speaking or writing and it is also called as productive vocabulary.
  - b. Passive vocabulary refers to language items that can be recognized and understood in the context of reading or listening and also called as receptive vocabulary.
4. Word Search Puzzles are easy to solve and do was require an extensive vocabulary. Solving word puzzles such as these is an excellent to help students recognize words.