

CHAPTER I

INTRODUCTION

A. Background of the Study

Nowadays, teaching and learning English are becoming common popular things in almost Indonesian school program. English can be found in some schools or courses, even in the boarding house. It is caused by the motivation of the people to know much about English. In Indonesia government's plan, it has been running for ten years as a policy in a local subject matter curriculum. There are some provinces and big cities which give English as a main subject matter since elementary school. Even it will be found in play groups, kindergarten school, and so on.

English has also a significant life position in Indonesia education program, because the condition today is coming into the 21st century or as global era. At the same time, global era is an era when we are demanded to compete with all of the people in this world in many aspects of life and it has an international language, it is English language. Beside, as the international language, there are many aspects that need English mastery. This importance can be found in many aspects of life, namely: job description, communication, cultural, and especially in the education. Many kinds of science references are using English language in giving its information to the readers or learners as the explorer of the sciences, and they need a basic skill to explore the references.

Vocabulary is one of basic English skills that should be mastered by the learners because this acquisition is very important to know the meaning of the statements formed in English whether the statements are faced in a communication, reading a text, or others. It also measures how far the capability of the learner in meaning the statements. Tarigan (1982:2) states that the qualities of someone's language depend on his or her vocabulary quality and quantity to comprehend the text, the students should have ability and capability. A capability refers to mastery, and then Hornby (1974:523) states that mastery is a complete control or knowledge. It means the ability to master language skills that have been learnt. In learning English, children should realize what they do when they receive the language. They must be led to understand assignment that is connected to their habit of using their own language to enrich their vocabulary.

Considering the needs of mastering English, it is very important to start learning English as early as possible. Today parents, who have realized about the importance of English, want their children start learning English earlier. Many parents in Indonesia send their young children to Pre School's age (3 – 6 years old) or kindergarten for getting English basic skill. According to Badib (1991:351) infants can distinguish many phonetic contrast of a speech at a very young age. It means that the learners will achieve the better result if they learn English earlier.

In addition, teaching children is one kind of hard jobs that needs the deepest patience than the other job in this world. This job cannot be done by

every body before they understand and realize that it needs wide approach, patience, skill, talent, and so on. It can be proved when the parents are monitoring their children in the teaching learning process. The parents realize that there are some main problems that should be faced by the teachers, when they are doing the teaching. The problems faced by the teacher usually are dealing with the characteristics of the students themselves and the method or teaching technique approach.

There are many children are not enjoyed and feel bored because the method used by the teacher is not appropriate. The kinds of approach to English subject teaching should have the relation to their world. That is why, in this research the writer focuses on the implementation of games in teaching English since the children like games. A game is a part of children life whatever the character of the children has, such as: talkative, familiar, friendly, autism, hyperactive, etc. These characters are not easy to be handled by teachers when those characters are in situation and condition without games.

However, teaching English to young children is not easy and it needs more patience. The process of teaching children or young learner is different from the process of teaching adult. Clark and Clark (1977:322) in Fauziati (2002:171) state that the language is used by young children to talk about “here and now”. Adult talk about the object for children interest in they name them, describe their properties, and talk relation between object.

To reach a good development in teaching learning process, teacher creates various teaching techniques to increase of children. The variety of teaching techniques will help very young learners feel amusing in learning situation. One of the techniques to teach the children is using a puzzle.

Teaching style should be applied in the process of learning a language. Puzzle is appropriate to be played by everybody who learns a language, mainly to the children. Puzzle is a technique of teaching that is using an intellectual quotient to understand English, especially vocabulary mastery that as a basic skill of English language, beside that puzzle has a special character games in making the children happy and enjoy in learning vocabulary.

Based on the statement above the writer will conduct a research on
TEACHING VOCABULARY BY USING PUZZLE GAMES TO YOUNG
CHILDREN AT POINT EDUCATION CENTER, LAWEYAN,
SURAKARTA.

B. Problem Statement

Based on the background of the study the writer formulates the problems as follows:

1. How is the process of teaching vocabulary using puzzle games?
2. What are the problems faced in teaching vocabulary using puzzle games?
3. What are students responses on the implementation of puzzle games in teaching vocabulary?

C. Limitation of the Study

In teaching vocabulary to young children, there are many aspects of study that affects the success of teaching learning process. The one of them is using teaching technique. By using proper technique, the process of teaching will be successful. Therefore, it is very interesting to observe the technique. But, by understanding the limited skill and limited time, the writer only focuses on describing the puzzle games as a technique in teaching vocabulary.

D. Objective of the Study

The objectives of the study are:

1. To describe the implementation of teaching vocabulary using puzzle games at POINT EDUCATION CENTER, LAWEYAN.
2. To describe the result of the implementation of teaching vocabulary using puzzle games at POINT EDUCATION CENTER, LAWEYAN.
3. To describe the strength and weaknesses of teaching vocabulary using puzzle technique at POINT EDUCATION CENTER, LAWEYAN.

E. Benefit of the Study

It hopes that this study gives theoretical and practical benefits

1. Theoretically, the description of this research method can enrich the theory of teaching vocabulary to the young children.

2. Practically, the teacher can motivate the students in order to be more interested in learning vocabulary, and to provide the better technique for teaching vocabulary to young learners or another level.

F. Research Paper Organization

The writer is going to organize this research paper in order to make the reader easier to understand. The following shows the content covered in this research

Chapter I is introduction. This chapter describes the background of the study, problem statement, limitation of the study, objective of the study, benefit of the study, research paper organization.

Chapter II presents review of related literature. It covers previous study, notion of descriptive study, teaching vocabulary, the characteristic of young learner, the general concept of puzzle games.

Chapter III discusses research method. It covers type of research, source of data, subject of the study, object of the study, method of collecting data, technique for analyzing data.

Chapter IV is research finding and discussion. In this chapter, the writer presents the procedure of teaching vocabulary at point education center, the problems faced by the teacher in teaching vocabulary using puzzle games, and the student's responses on the implementation of puzzle games in teaching vocabulary.

Chapter V deals with conclusion and suggestion.