CHAPTER I

INTRODUCTION

A. Background of the Study

Learning English is very important for Indonesian students because English is an international language and the most used language in the world. There are so many scientific books written in English, even more the information of the latest technology development can be kept up with internet which also uses English. It seems that English will be relatively permanent foreign language for developing science and technology.

Realizing the importance of English in this global era, everybody feels it is very important to start learning English as early as possible. In Indonesia, English as a foreign language is taught starting from elementary school to university. Teaching English in elementary school is focused on vocabulary. Vocabulary cannot be separated from other elements of English in teaching learning process in elementary school because vocabulary influences the ability of students in studying English language. Vocabulary consists of the range of words that can be used in all aspects of English language. Students in elementary school are hoped to be easier in expressing every ideas precisely after learning vocabulary.

To teach vocabulary in elementary school, especially for children is not an easy way. Teaching children is very different from teaching adults. In elementary school, teachers should have an extra power to teach their students,

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because the children have certain characteristics and need a certain treatment. One characteristic of children is that they love playing; they do like playing; children learn things while playing, so they are interested to study with such a fun way as in teaching games. The implication to language teaching is that games are effective ways for teaching language (Hafield 1985) in Fauziati (2008:165).

To use appropriate and effective technique in teaching vocabulary, effective teachers should create various teaching technique and need the correctness of teaching methods to increase motivation of children. The appropriateness of making or using the teaching methods can pursue the achievement of education purposes. The variety of teaching techniques or methods will help young learners feel amusing in the learning situation, but not all teachers can find or create the right method for their teaching and learning process in order that the students can learn the teaching materials easily.

In learning vocabulary the students may face various problems. Various problems can appear because in fact, learning is memorizing as in learning vocabulary. Learning vocabulary is collecting the individual items so the students need to have good understanding to master vocabulary. Such problems also appear in fifth grade students of SD Muhammadiyah 2 Kauman, Surakarta. When the students learn vocabulary, the students can pronounce the word correctly but they still have difficulty to write the spelling of the words. For examples, when the students asked to mention the things around their

class or house furniture, the students can answer by pronouncing *picture* [ˈpɪktʃə(r)] and *table* [ˈteɪbl] correctly, but the students get difficulty in writing the spelling. The students write the words *picture* as *pikcer* and *table* as *tebel*. The students actually can mention the word, can pronounce the words correctly, but they are lack in write the words correctly because they are influenced by their mother tongue to write the vocabularies.

In teaching vocabulary, the teacher of the fifth grade in SD Muhammadiyah 2 Kauman Surakarta only stresses on the speaking of vocabulary, so the students are able to speak and pronounce the vocabulary correctly. The teacher did not use the teaching strategy to help the students in writing vocabulary. These problems occur because the teacher did not write the spelling of the words; instead he presented the words orally. In other words, the teacher did not perform the alphabets or spellings of the vocabulary as the clue for students to write vocabulary. To overcome the problems, the English teacher is expected to be imaginative and creative in developing the teaching strategies. There are many ways of teaching English to young learners, but the most important aspect to teach English is building their motivation to learn the language. In other words, making them feel that they need English and making them think that English is a very interesting subject to learn become teachers' main goal.

In this study, the writer is interested in teaching vocabulary writing by using Jumbled Letters games and Index Card Match learning strategy. Games and games-like activities can be a useful medium for teaching foreign

language to children. Instead of having a fun the children also learn a new language (Fauziati, 2008:168). Index Card Match is a teaching strategy that supports a fun activity in the classroom so the students might not get bored (Zaini, *et.al.*, 2004:69). By using both of teaching models, it is expected they can improve the student's vocabulary writing and also the students will not get bored by the teaching and learning activities.

Based on the explanation above, the writer is interested in conducting a classroom action research. The title of the research is **IMPROVING STUDENT'S VOCABULARY BY USING JUMBLED LETTERS AND INDEX CARD MATCH AT THE FIFTH YEAR OF SD MUHAMMADIYAH 2 KAUMAN SURAKARTA IN 2010/2011 ACADEMIC YEAR.**

B. Problem of the Study

Based on the background of the problem above, the writer formulates the problems as follows:

1. How is the improvement of students' vocabulary by using Jumbled Letters and Index Card Match at the fifth year of SD Muhammadiyah 2 Kauman Surakarta in 2010/2011 academic year?

2. What are the strength and the weakness of improving students' vocabulary by using Jumbled Letters and Index Card Match at the fifth year of SD Muhammadiyah 2 Kauman Surakarta in 2010/2011 academic year?

C. Limitation of the Study

Based on the background and the identification of the problem, the writer makes limitation. Because of the students' lack in writing vocabulary instead of speaking or the other skill, the writer only focuses on the use of Jumbled Letters and Index Card Match to improve students' writing vocabulary in SD Muhammadiyah 2 Kauman Surakarta in 2010/2011 academic year.

D. Objective of the Study

Based on the problems, the objectives of the study in this research are:

1. To describe the improvement of students' vocabulary by using Jumbled Letters and Index Card Match at the fifth year of SD Muhammadiyah 2 Kauman Surakarta in 2010/2011 academic year.

2. To know the strength and the weakness of improving vocabulary by using Jumbled Letters and Index Card Match at the fifth year of SD Muhammadiyah 2 Kauman Surakarta in 2010/2011 academic year.

E. Benefit of the Study

The researcher expects that this research can give benefits, both theoretical and practical:

1. Theoretical Benefit

   a. The result of the paper can be useful input in improving English vocabulary.

b. The result of research can be used as the reference for those who want to conduct a research in improving English vocabulary.

2. Practical Benefit

a. The research will improve anyones' capability of teaching vocabulary by using Jumbled Letters and Index Card Match.

b. The reader will get a large knowledge about teaching vocabulary.

c. The English teachers and learners can solve the problem in teaching and learning especially in teaching English vocabulary by using Jumbled Letters and Index Card Match.

F. Research Paper Organization

This research consists of five chapters:

Chapter I is Introduction. It consists of Background of the Study, Problem of the Study, Limitation of the Study, Objective of the Study, Benefit of the Study, and Research Paper Organization.

Chapter II is Underlying Theory. It consists of Previous Study, General Concept of Vocabulary, Young Learner, Jumbled Letters, Index Card Match, Theoretical Framework, and Action Hypothesis.

Chapter III is Research Method. It consists of Type of the Study, Object of the Study, Subject of the Study, Data and Data Source, Method of Collecting Data, Technique for Analyzing Data, Credibility of Data, and Action Procedures.

Chapter IV presents Research Finding and Discussion. It consists of The Procedure of Improving Student's Vocabulary by Using Jumbled Letters and Index Card Match, The Improvement of Student's Vocabulary by Using Jumbled Letters and Index Card Match at the Fifth Year of SD Muhammadiyah 2 Kauman Surakarta and also The Strength and Weakness of Improving Student's Vocabulary by Using Jumbled Letters and Index Card Match at the Fifth Year of SD Muhammadiyah 2 Kauman Surakarta

Chapter V is Conclusion and Suggestion.