

CHAPTER I

INTRODUCTION

A. Background of the Study

As everybody knows language is as a means to convey ideas, opinions, and feeling among the people by oral or written ways. One of the languages that often used as a means of communication is English. It becomes the dominant language around the world, and now more and more people use English as an international language. English plays an important role in every aspect of human life, such as communication, economics, education, science, and technology.

According to English curriculum, English teaching covers four skills, namely reading, listening, speaking and writing. The four skills are supported by the learning of language elements. They are structure, vocabulary, pronunciation and spelling. Therefore, vocabulary is one of the important language elements the students should master. Vocabulary includes collections of words. The words are known not only as individual words, but also as a group of words that have meaning.

In the past, English was only taught in secondary schools. In current years, the teaching of English is expanding into primary or elementary school settings. Foreign languages have often been taught in the past in way which demanded much abstract thinking on the part of the students (River, 1968: 361).

To develop students' language skills in reading, listening, speaking and writing, the learners must master vocabulary. The mastery of vocabulary cannot sometimes be reached optimally. It is needed by each language skill. In reading, for instance, the students will get difficulties in comprehending the text if they do not know the words in the text. Similarly in speaking, they will have the same problems if they have only few words.

Vocabulary is central language and of critical importance to typical language learner. Without a sufficient vocabulary, one cannot communicate effectively and express his ideas in both of oral and written form (Fauziati, 2008:149).

When people do not know how to enrich their vocabulary, they often gradually lose interest of learning. So if they have a little vocabulary they cannot communicate to the other and they cannot express their ideas.

Teaching vocabulary to children is different with teaching vocabulary to adults. The children have certain characteristics and need a certain treatment. They enjoy playing, talking about 'here and now', understanding and retaining the meaning better when they have seen some objects associated with them.

Students in *SDN 03 Mojo, Andong, Boyolali* often find difficulties in using a foreign language because they lack of vocabularies and they often forget easily new vocabularies after they get the meaning from dictionaries. Unlike adults, children are easily getting bored when they are learning. Besides, children like playing. Children usually play something or game with their friend. Students in elementary school still have limited vocabulary

because they get difficulties to memorize the meaning, focusing the study and the pronunciation of English words.

In this case, teachers need to develop, support, motivate and dig up their basic ability in improving it. In Indonesia, there are some English teachers that still use traditional method to teach vocabulary. Teacher also uses traditional way in teaching vocabulary that is by using dictionary. When students are finding the difficult words, they have to open dictionary to look up the meaning. It is not effective enough and makes the learners get bored and tired.

Jumbled word is a method of teaching vocabulary that can motivate the student to learn and memorize vocabulary easily. There are some words or sentences which are jumbled by teacher and the student must arrange it into correct words or sentences. This method can be collaborated with some clues and pictures to help students in understanding the materials. It can make the student more interesting in teaching learning process. It also help teacher to convey the materials easily. So, students do not feel bored and they will enthusiast to learn English vocabulary.

Based on background above, the writer is interested in conducting a research entitled *Improving Students' Vocabulary Using Jumbled Words at the Fifth Grade of SDN 03 Mojo Andong Boyolali in the 2011/2012 Academic Year*.

B. Problem Statement

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

1. Can the teaching vocabulary using jumbled words improve the students' vocabulary at the fifth grade students of *SDN 03 Mojo Andong Boyolali*?
2. How is the implementation of teaching vocabulary using jumbled words at fifth grade students of *SDN 03 Mojo Andong Boyolali*?
3. What are the strength and the weakness of teaching vocabulary using jumbled words at fifth grade students of *SDN 03 Mojo Andong Boyolali*?

C. Objective of the Study

Based on the problem statement, the general objective of study in this research is to improve students' vocabulary mastery through jumbled words. The specific objectives of the study are:

1. To know whether teaching vocabulary using jumbled words can improve the students' vocabulary or not.
2. To describe the implementation of teaching vocabulary using jumbled words at fifth grade students of *SDN 03 Mojo, Andong, Boyolali*.
3. To identify the strength and the weakness of teaching vocabulary using jumbled words fifth grade students of *SDN 03 Mojo, Andong, Boyolali*.

D. Limitation of the Study

In conducting this research, the writer limits the problems to make the research easier. In this research the writer focuses on improving students' vocabulary mastery using jumbled words. The subject of the research is limited to English teacher and the fifth grade of *SDN 03 Mojo Boyolali* 2011/2012 academic year.

E. Benefit of the Study

The writer hopes that the study is beneficial to the readers theoretically and practically:

1. Theoretical Benefit

- a. The result of the research paper can be used as an input in English teaching learning process, especially in teaching vocabulary.
- b. The result of the research can be used as the reference for those who want to conduct a research in English teaching learning process.

2. Practical Benefit

- a. Teacher;
 - It can help the teacher facilitate the students' learning vocabulary.
 - The result can be used to improve the students' vocabulary.
- b. Students;
 - Teaching vocabulary through jumbled words is expected to be able to motivate the students to be interested in learning vocabulary.

c. Other;

- The result of the research can be used as an input in English teaching learning process, especially in teaching vocabulary.

F. Research Paper Organization

To enable the writer arranging the research and to make it easy to understand, the writer divides this research into five chapters as follows:

Chapter I is introduction. It deals with background of the study, problem statement, limitation of the study, objective of the study, benefit of the study, and research paper organization.

Chapter II deals with review of related literature that consists of previous study, notion of vocabulary, teaching vocabulary, general concept of game and jumbled words, characteristics of young learner, theoretical framework, and action hypothesis.

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

Chapter IV is research result and discussion. This chapter deals with the discussion and analysis of the data that contains of the procedure of teaching vocabulary using jumbled words and teaching vocabulary by using jumbled words that can improve the students' vocabulary.

Chapter V is conclusion and suggestion. This chapter is the conclusion of the research and completed by suggestion to make the research better. Bibliography and some appendixes are also enclosed within the chapter.