

**TEACHING VOCABULARY USING ENGLISH CROSSWORD PUZZLE AS
AN ALTERNATIVE MEDIUM TO IMPROVE VOCABULARY MASTERY:
AN ACTION RESEARCH AT SDN 1 BADA KARYA BANJARNEGARA**



RESEARCH PAPER

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by

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CHAPTER I

INTRODUCTION

A. Background of the Study

The improvement of students' knowledge is depending on the teacher strategy. How to transfer their knowledge to the students and the methods they use are very important. Morgan, (<http://www.ithaca.edu/teaching/definition.htm>) says:

Teaching is interpreted in its broadest sense to include academic guidance and intellectual motivation as well as classroom, laboratory and studio instruction. The characteristics of an excellent teacher are difficult to define as a teacher must adapt to particular subject matter, educational objective and environment. With those caveats in mind, the following description is presented in order to provide guidance as to some of the characteristics of an excellent teacher.

According to Morgan (<http://www.ithaca.edu/teaching/definition.htm>), an excellent teacher demonstrates mastery of the following: command of the subject, an analytical approach to material, recognition and contrast of variant interpretations of the data that are appropriate, consideration of current work in the field, and ability to show the relationship between the particular subject and other areas of knowledge.

The excellent teacher clearly explains subject matter, recognizes the students' level of comprehension, defines the objective; summarizes major points, organizes the material logically and emphasizes crucial ideas; encourages students participation, welcomes interaction with students sensitively

to the response of the class; deals ethically with students and seeks rapport with them; motivates and challenges students, dedicates to the subjects and the teaching profession, displays self-confidence and communicates a sense of excitement for the pursuit knowledge.

Now English is taught in elementary school in Indonesia. As a foreign language it is difficult to teach English. English has aspects such as pronunciation, vocabulary, spelling and grammar/structure in an interesting way. However, vocabulary is very important to be mastered first since it is an essential means in conducting communication.

Therefore, in the elementary school the focus should be on the vocabulary. Teaching vocabulary is not easy, let alone teaching vocabulary to elementary students. Teaching children is very different from teaching adult. As stated by Brumfit (1995: 142) children play and children want to play, teaching learning through playing. Consequently, the teacher should pay attention to technique for teaching vocabulary and decide which the best is for their students. Teachers usually use traditional way in teaching vocabulary that is by using dictionary. When students are finding new and difficult words they have to open thick dictionary to look for the meaning. It may take a long time for students to find the meaning of the word and it can make the students get bored and tired. Due to that condition, the students may lose their courage to study the vocabulary through enjoyable activities that will make the students memorize easily without opening dictionary all the time. Since young learners are different from adult learners, they cannot spend all their time sitting still in rows

or talking only their teacher. The emphasis in the use of games for language learning is on successful communication rather than on correctness on language (Hafield 1985) in Fauziati (2001: 171).

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 learning situation, but not all teachers can find or create the right method for their teaching learning process in order that the students can learn the material easily. As it is found in SDN I Badakarya Banjarnegara, the teacher has some problems in teaching learning-process. For example, the students get bored in learning English, students are afraid to learn English, and students are still passive in the class. It makes the student's achievement in learning vocabulary low. Based on the observation the teacher just used conventional method, the teacher only read the material and not uses medium during the teaching-learning process. So that it was hard for her to achieve the target of teaching learning.

From the problem above the writer tries to give a solution for the teacher to implement one of teaching media. There are several kinds of media that can be used, such as puppets, picture cards, card games, crossword, toys and etc. These mediums are appropriate to teach the children. The children can study through playing so they are more interested in teaching-learning process. In this

study, the writer tries to present one of them that can be applied by English teacher in teaching vocabulary that is crossword puzzle.

The writer is interested in investigating whether or not crossword puzzle can be used to improve vocabulary effectively for the students in elementary school.

B. Problem Statement

The difficulties of teaching English vocabulary in elementary school are challenging for the English teacher. The creativity of the teacher is needed hence the discussion of the study is aimed to answer the question:

1. Can crossword puzzle improve the vocabulary mastery at the fourth year of SDN 1 Badakarya Banjarnegara ?
2. To what extend crossword puzzle at the fourth year of SDN 1 Badakarya Banjarnegara improve student's vocabulary mastery?

C. Limitation of the Study

In this research, the writer limits the problem on the process of teaching vocabulary using crossword puzzle to improve the vocabulary mastery to the fourth year of SDN 1 Badakarya Banjarnegara in 2007/2008 academic year and the student's vocabulary mastery.

D. Objective of the study

1. The general objective of this research is to improve the students' vocabulary mastery.

2. The specific objectives of this study are:
 - a. To describe problems of teaching vocabulary at the fourth year of SDN 1 Badakarya Banjarnegara.
 - b. To describe the process of teaching vocabulary using crossword puzzle to the fourth year of SDN 1 Badakarya Banjarnegara.
 - c. To describe the improvement of vocabulary mastery after teaching vocabulary using crossword puzzle to the fourth year of SDN 1 Badakarya Banjarnegara.

E. Benefit of the Study

There are two major benefits in this research; there are theoretical and practical benefits:

1. Theoretically
 - a. The result of the research can be used by those who want to conduct a research in teaching vocabulary as reference.
 - b. The result of the research can be used as an input for English teaching learning method, especially for teaching vocabulary in elementary school.
2. Practically
 - a. For the students, learning English by using crossword can improve their understanding about English words
 - b. For the teacher, it will give him or her insight that using crossword puzzle is worth trying in teaching vocabulary

F. Research Paper Organization

The writer divides this research paper into five chapters, there are as follows:

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

Chapter II is review of related literature. This chapter discusses previous study, underlying theories, theoretical framework, and working hypothesis.

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

Chapter IV is research finding and discussion. This chapter explains the result of the observation in teaching vocabulary using crossword puzzle in SDN I Badakarya Banjarnegara and the discussion.

Chapter V is the last chapter. This chapter presents conclusion and suggestion.