INCREASING VOCABULARY MASTERY USING CROSSWORD PUZZLE TECHNIQUE IN INCLUSION PROGRAM IN SD NEGERI KALORAN WONOGIRI

RESEARCH PAPER

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CHAPTER I

INTRODUCTION

A. Background of the Study

Vocabulary is the central of language teaching and learning. It plays an important role in the four language skills. It gives contribution to the learners to perform or practice their skills better. It means that by mastering the vocabulary, the learners will able to produce so many sentences easily either in spoken or written one. It is impossible for the learners to perform their English well if their vocabularies are very poor. They will find any difficulties in expressing or mastering their language skills because of having too limited vocabularies. Therefore vocabulary mastery must be on the first priority in English language teaching and learning. Without mastering the vocabulary, the learners will be difficult to master the other language skills.

Nowadays, English has been introduced in Elementary School Curriculum as the School Local Content Decision. There are many school which have involved this subject as one of their local content. Although it is taught in Elementary School, the students are expected to acquire language competence including listening, speaking, reading and writing. Because the general objective of teaching English in the Elementary School is to prepare children to have competitive value in this global era and to introduce English at early ages.

Teaching young learners is different from teaching adult. Children have certain characteristics and need a particular treatment, especially for those who categorized as "The Special Needed Students". They are the students who have differences from the common students, whether it is physical, emotional, social, and intellectual, like having physical defects, blind or visual impairment, deaf, mute, unsociable, slow learner or maybe having high intelligence. These students need special treatment or attention according to their differences. School for them has been found and spread widely in all provinces and cities. But the facilities of the school are limited and they can not accept all the students. Some students must go to the regular school and study with the normal students. Besides the limitation of the facilities, the other reason is that the location is far from their house, so they prefer to go to the regular school than the special school. For the slow learners, the reasons is that they are clever enough to study at the special school but too slow to study at the regular school. This condition, of course, makes the teacher to adapt again, because they was used to teaching normal students.

Our government has been running a program in some of the regular school. This program is called an inclusion program which the objective is to give an education for those special needed students to get any knowledges as the same as the other normal students with any special treatments and attentions to make them comfort and confident in joining their class. This program is based on the Government Law Number 20 year 2003 about The National Education System

on the 15th section. It states that Special Education is the education is the for the students having high intelligence or having special treatment which done inclusively or as special education unit in the elementary and secondary education level.

As one of the inclusive schools in Wonogiri, SD Negeri Kaloran also accepts some students who are categorized as the Special Needed Students. Those students are generally the slow learners. There are 18 students who are categorized as the slow learners in this school. It is the total number from the first grade until the sixth grade. Since 2003, this school has involved English as it's local content besides the Java language and SSD (*Local Art and Culture*). This subject is only for the students of the fourth grade until the sixth grade. Although English has been taught for about 5 years, there are still some problems found by the writer in this school. The student's vocabulary is very limited, they feel bored and loss motivation in learning English. They think that English is very difficult to learn. The students are easy to memorize and accept the materials but then it is easy to forget them. Sometimes they prefer playing or chatting to doing or paying attention to the materials.

On of the possible causes of this problem is that the teacher still uses the conventional method in teaching the materials. The teacher just explains the materials and then gives exercises in written from. There is no variation or other teaching media used by her. The only teaching media are text book and blackboard. This method makes the students sometimes feel bored and sleepy,

especially when it is taught in the last session. The other cause is that the students never practice the language whether when they are in the classroom or at home. They are afraid of making mistakes when they speak English. They prefer to speak Indonesian or Javanesse language to their teacher or friends. For the slow learners it is difficult for them to memorize the materials and need more time in understanding and accepting the materials. Besides, they need explanation in understanding the instruction when doing the test. Lack of vocabulary mastery, lack of facilities in teaching media and lack of student's motivation to master English are the other causes that possibly make the problem occur.

Considering that, the writer wants to give a solution especially in increasing the student's vocabulary mastery, so that later the students will be able to speak in English well. The solution is by teaching vocabulary using crossword puzzle. Because the crossword puzzle offers a challenge that will motivate the students to try to fulfill the puzzle. It gives much opportunity for the students to practice and repeat the sentence pattern and vocabulary. Besides, the crossword puzzle is a kind of games that will makes the teaching-learning process more attractive than before. The students will feel fun, relaxed and enjoyable, and they will memorize the vocabulary in different way, that is by rewriting them.

Based on the background above, the writer would conduct a study to increase the vocabulary mastery of the special-needed students using crossword puzzle. The writer decides to conduct a study entitled "INCREASING

VOCABULARY MASTERY USING CROSSWORD PUZZLE TECHNIQUE IN INCLUSION PROGRAM IN SD NEGERI KALORAN WONOGIRI."

B. Previous Study

This research is not the only one research which is focused on teaching vocabulary. There are a lot of researchers that deal with teaching vocabulary that is investigated by the research before.

The first is Agus Prabowo (2007) with the title of his research "Increasing Vocabulary Mastery Through Cartoon Film : An Action Research at the Fourth Year Students of SD Negeri Sekip 1 Surakarta." The aim of his study is to know whether or not cartoon films can increase the students' vocabulary mastery. The result of his study shows that there is a significant differences of students's achievement before and after the teaching-learning process using cartoon films. The students' vocabulary mastery is higher than before. It can be concluded that teaching vocabulary through cartoon films can increase the students' vocabulary mastery.

The second is Ema Suryani (2007) in her study entitled "Increasing Students' Vocabulary Using Outdoor Activities in KB and TK Az-Zahra Pajang Laweyan Surakarta in 2006/2007 Academy Year." The purposes of her study are to describe the process of teaching vocabulary by using outdoor activities, the result and the students' response of the teaching process. The result of her

research is that there are 10 students (62,50%) who increase their vocabulary achievement, 3 students' (18,75%) decrease and 3 students (18,75%) static or do not develop their vocabulary mastery. It means that Outdoor Activities are good and effective in increasing the students' vocabulary mastery.

The third research is Sugiarti (2006) who writes the research entitled "Improving Students' Vocabulary Mastery in Learning English Using Contextual Teaching and Learning (CTL) : A Classroom Action Research at The Fourth Year Students of SD Djama'atul Ichwan (DJI) Surakarta in 2005/2006 Academy Year." The aims of her study are to know whether or not the students have adequate vocabulary mastery in learning English, to know the students' participation during the teaching-learning using CTL and to describe the achievement of the students' vocabulary mastery in their test result. The conclusion of her research is that Contextual Teaching and Learning (CTL) in teaching vocabulary can improve the students' participation and achievement better than before. The students' score are getting better in each cycle. It indicates that the teaching-learning process is successful, both the researcher and the students gain the objectives.

This research is different from the above researches. In this research, the writer focuses on increasing vocabulary mastery to the special – needed students especially the slow learners of elementary school by using crossword puzzle technique.

C. Limitation of the Study

There are many ways to teach vocabulary and it is not possible for the writer to tell all of the techniques. So, the writer makes limitation as follows :

1. The study will apply the games technique especially cross-word puzzle in increasing vocabulary mastery to the special-needed students in inclusion program.

2. This study focuses on the simple vocabulary specifically vocabulary of fruits and vegetables, animals, number, and family. Because those are the first materials that will be learnt by the fourth grade students of elementary school and also the basic vocabulary for the next materials. It's done actively by the special-needed students of the fourth grade students of Elementary School in SDN Kaloran, Wonogiri in 2008/2009 Academy Year.

D. Problem of the Study

Based on the problem background and limitation above, the writer states the problem as follows :

1. How is the process of increasing vocabulary mastery for special-needed students in inclusion program especially using cross-word puzzle technique?

2. Does teaching vocabulary using crossword puzzle improve the special-needed students vocabulary mastery?

3. How is the teacher and students' response to the teaching of English using Crossword Puzzle?

E. Objective of the Study

In relation to the problem of the study above, the objective of this study are :

1.The General Objective :

The general objective is to increase the vocabulary mastery of the students.

2.The Specific Objectives :

a. To describe the process increasing vocabulary mastery for special-needed students in inclusion program in SDN Kaloran Wonogiri especially using cross-word puzzle technique.

b. To know whether teaching vocabulary using crossword puzzle improve the special-needed students' vocabulary mastery or not.

c. To know the students' response to English teaching learning process using Crossword Puzzle

F. Benefit of the Study

In this study, the writer expects that the research paper has some benefits both in theory and practice :

1. Theoretical Benefit

a. The result of the research can be used as an input in English teaching and learning process.

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

2. Practical Benefit

    a.   The research finding will be useful to the readers who are interesting in analyzing vocabulary mastery of Elementary School.

    b.   This study can be used by the teacher to provide the better technique for increasing vocabulary mastery in Elementary School especially in Inclusion program.

G. Research Paper Organization

The organization of this research paper is arranged as follows :

Chapter I is intended to give the reader an introduction which is consists of Background of the Study, Previous Study, Problem Statement, Objective of the Study, Benefits of the Study and Research Paper Organization.

Chapter II is review of related literature that covers Notion of Vocabulary, Notion of Crossword Puzzle, Notion of Inclusion Program Notion of Special Needed Students and Notion of Slow Learner.

Chapter III is about research method that discusses Research Type, Object of the Study, Subject of the Study, Data and Data Source, Method of Collecting Data and Technique of Analyzing Data.

Chapter IV is analysis and discussion of the research finding.

Chapter V is about Conclusion and Suggestion based on the discussion of the Research Finding.