

**DEVELOPING STUDENT'S VOCABULARY BY USING
MULTIMEDIA AND PUZZLE (AN ACTION RESEARCH
IN SD MUHAMMADIYAH PROGRAM KHUSUS,
PRACIMANTORO, WONOGIRI)**



RESEARCH PAPER

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CHAPTER 1

INTRODUCTION

A. Background of the Study

Human in the society needs language. It is a tool to help people make communications to each other. There are many languages that exist in the world. English becomes a language that is used by people in the world. It plays an important role in the world as an international language. As international language, English has popularity all over the world including in Indonesia. English is studied for science, politics, and as a school subject. It means that English as the global language is seriously learned by many people, because by mastery English, they can reach a good prospect. People should master it as a means of communication.

Considering the needs of mastering English, parents are aware of training English to their children as early as possible. They want their children learn English earlier. However, teaching English to children is not easy and it needs more patience. The way of teaching, such as vocabulary to young learners is not the same as teaching vocabulary to adult learners. Young learners have different motivation and characteristics. When teaching English in elementary school, there are many obstacles that will be faced by teacher. In fact, the students of elementary school still have limited vocabulary because they get difficulties to memorize the meaning and pronunciation of the word. The process of the teaching English to the children is quite different from the process of teaching adult. Clark and Clark (1977:322) in

Fauziati (2002:171) state that “language use talk to the young children is about her and now” Adult talk about the object for children’s interest such as the name of them, and describe the object. To make sure that the children understand what the adults say, adult alter the way what they say to the children.

Vocabulary is the first component that must be learnt by young learners in learning English. Teaching and learning process of English in the elementary school is one phenomenon, either for student or teacher. It is logical if the students often find difficulties in learning the language, especially in vocabulary. It can not be separated from other elements of English in teaching learning process in elementary school because vocabulary can give influence to the ability of the students in studying English. Without sufficient vocabulary, we can not communicate and express the idea easily both oral and written form. Student will get difficulty in doing the examination and get poor score. In fact student in elementary school have limited vocabulary, they are not interested in learning English. Teacher is a component that has an important role; the teacher should create various teaching media. One of media to teach the children is using Multimedia and puzzle. Multimedia can be used to teach vocabulary to the children. Collins, *et al.* (1997: 104) state that “multimedia give the power to the learners to explore and manipulate the information, beside to construct their own knowledge base”. Here we explore the multimedia technology and puzzle in teaching learning process. The researcher wishes to use multimedia technology and puzzle as learning tool.

Palmberg (1983) quoted in Fauziati (2002 :158) states that using a computer game 'pirate cove' provides a context for an experiment into vocabulary acquisition. The target vocabulary of the game is 118 words. The children play the game with the aid of the experimenter. The experiment suggests that when teaching new vocabulary, teacher should begin with teaching the new items in context and at a later stage learners should be given the opportunity to deal with words out of context.

Teaching learning especially in education. English multimedia plays an important role. It can make teaching condition enjoyable based on young learners' characteristics. Collins, *et al.* (1997:27) state that "we know that learners in general enjoy using computer and that they are motivated and engaged by multimedia material". The statement shows that by using multimedia as the learning tool, learner can interact with them because it provides the audio visual stimuli.

Teaching English for children especially English word is very difficult; the teacher needs several techniques to develop the learners' motivation to pay attention to the items being taught. Puzzle is technique that can be used to help the teacher when giving the materials to the children's or learners. Puzzles are obvious types of self-motivating materials and it has a strong appeal. A puzzle is self-motivating because it offers a challenge that can commonly be successfully. Puzzle should offer much opportunity for the children to practice and repeat the sentence pattern and vocabulary. By using puzzle the children are active to create the new words. Hadfield (1990: v) states that puzzle as the learning tool for solving activities occur when

participants in the game share or pool information in order to solve a problem or mystery.

The statement above shows that puzzle can be mixed with multimedia. It can help the teacher to teach the materials easily and can help the children to memorize and understand the materials.

In teaching English lesson, the teacher in SD Muhammadiyah Program Khusus Pracimantoro faced two problems, first, the teacher is difficult to handle the class because she faced two different groups in the class. In the one side she faced very active and noisy group of students but they are little bit slowly in understanding the materials. In the other side she faced very passive students but they are smart than the active group. Second is the teacher faced that not all of students could practice their vocabulary because of the limited times. The teacher faced both problems because she used conventional methods. He just explains about the materials and asks the students one by one. Based on the problem above the researcher must use methods that can make all students be active in joining the lesson and the researcher must use methods that can make all of the students have changes to practice their vocabulary.

The researcher has interest in teaching young learners especially elementary students because competence in primary teaching methodology is different with in advance teaching methodology. The skills necessary for teaching at primary level are very different from those needed elsewhere. The researcher has chosen multimedia and puzzle for teaching learning process because multimedia and puzzle have many positive aspects for

children. Multimedia such as Television and VCD player with CD room can add interest to language practice that might be able to help children remember things more easily. Puzzles are useful medium of teaching foreign language and it is appropriate with children characteristic that they are playing very much.

Based on the information above, the writer brings forward the way of developing students' vocabulary by using multimedia and puzzle. Of course the material should be related to the students' level that can develop students' vocabulary achievement to create cheerfulness and encourage the students to learn actively. The writer conducts a research on "Developing Students' Vocabulary by Using Multimedia and Puzzle (An Action Research in SD Muhammadiyah Program Khusus, Pracimantoro, Wonogiri)".

B. Problem Statement

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

1. How is the implementation of teaching vocabulary using multimedia and puzzle in SD Muhammadiyah, Pracimantoro, Wonogiri.
2. Can multimedia and puzzle develop students vocabulary in SD Muhammadiyah Program Khusus, Pracimantoro, Wonogiri ?
3. How is student's response to the media implemented?

C. Objective of the Study

Based on the research problem, the purposes of the study are:

1. To describe the implementation of teaching vocabulary using multimedia and puzzle in SD Muhammadiyah, Pracimantoro, Wonogiri.
2. To know whether multimedia and puzzle can develop students Vocabulary in SD Muhammadiyah Program Kusus, Pracimantoro, Wonogiri or not..
3. To describe the student's response to the media implemented

D. Limitation of the Study

Based on the background and the identification of the problem, the writer makes limitation. The writer only focuses on the multimedia and puzzle to develop student vocabulary in SD Muhammadiyah Program Khusus, Pracimantoro, Wonogiri in 2008 / 2009 academic year.

E. Benefit of the Study

The writer expects that the research paper has some benefits theoretically and practically.

1. Theoretical Benefits
 - 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 learning process.

2. Practical benefits

The result of the research can be used to teach the students of elementary school in Developing vocabulary.

F. Research Paper Organization

The research organization in this research paper is divided it into five chapters in order to make it easily understood. Each of them is concerned with different issues but is related to each other.

Chapter I is Introduction, which consists of Background of the Study, Problem Statement, Limitation of the Study, Objective of the Study, Benefits of the Study, Research Paper Organization.

Chapter II discusses review of related literature that consists of Previous Study, Notion of Vocabulary, Kinds of Vocabulary, Teaching Vocabulary, Characteristics of young learner, General concept of multimedia, General concept of puzzle, Action hypothesis.

Chapter III is research method that consists of Type of the Research, Action Procedure, Subject of the Study, Object of the Study, Method of Collecting Data, Technique for Analyzing Data.

Chapter IV is Result and Discussion. (1) Result Action Implementation, result of teaching vocabulary using multimedia and puzzle, (2) Discussion.

Chapter v is Conclusion and Suggestion