

CHAPTER II

THE EFFECTIVENESS OF WORD FIND PUZZLE TO TEACH COMMON NOUN

A. Theoretical Review

1) Teaching and Learning English at Elementary School

1). The Definitions of Elementary School

Now, English is not only taught at High School but also Elementary School. According to Kasihani, there are two function of English subject. *First*, English subject as vehicle to the students' development in the field of science, technology and culture. *Second*, English as one of local content subject function to improve students' competence based on their region.¹ Besides, the earlier the students learn English the more knowledge and skill in English they will have and the society or people in certain district the necessity of English to be taught at Elementary School students. Moreover, the function of language learning is to be able to communicate with that language in their real life.

There are some experts who define the Elementary School students. Before we conduct the definition, we know that the Elementary school students are categorized beginners or young learners. Piaget defines that "young learners are the students who learn English as a local content subject at Elementary School that they are between six to twelve years old".² Philips explains that "young learners mean children from the first year of formal school (five or six years old) to eleven of twelve years of age".³ Based on the definitions, it can be concluded that young learners are the students who learn

¹ Kasihani K. E. Suyanto, *English For Young Learners*, (Jakarta: PT. Bumi Aksara, 2007), P. 4

² Ibid, P. 14

³ Sarah Philips, *Young Learners*, (New York: Oxford university press, 1993), P. 3

English at Elementary School students that they are between six to twelve years old.

According to Kasihani, young learners are divided into two groups: younger group (6-8 years old) and older group (9-12 years old). Based on the level of class, Kasihani divides young learners into two groups: lower class (students are in the 1, 2 and 3 classes), and upper class (students are in the 4, 5 and 6 classes).⁴ Besides, according to scott and Ytreberg in Kasihani, they divide young learners in to level one (5-7 years old) and level two (8-9 years old).⁵ Based on this explanation, the researcher concludes that elementary school students are categorized at level beginner level.

There are three basic level distinctions of the English students. They are beginner, intermediate and advance.

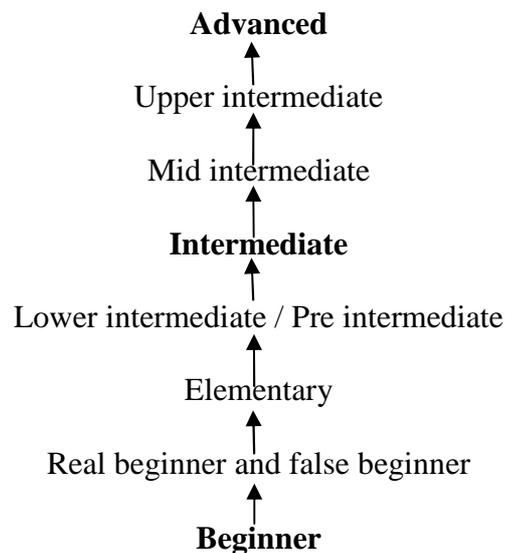


Figure 2.1: Representing different students' levels.⁶

⁴ Kasihani K. E Suyanto, *Op. Cit.* P. 15

⁵ *Ibid*, P. 5

⁶ Jeremy Harmer, *The Practice of English Language Teaching*, (England: Person Education Lt, 2201), 3rd Ed, P. 44

Based on the figure above, the researcher concludes that the Indonesian Elementary School students especially for 5th grade of Elementary School are categorized in to beginners in the Elementary level. They are not in false beginners' level. False beginners; level are like adult who can't really use any English but actually know quite a lot of which can be quickly activated.⁷ The categorized of the grade 5 of Elementary School students as the beginners in the Elementary level appear with the reason that the most of Indonesian Elementary School students have been taught English since they are the fourth years.⁸ So, it is crucial for the teachers to teach vocabulary first that links the four language skills namely listening, speaking, reading and writing.

2). The characteristics of students' Elementary School

Teaching elementary school students is different from teaching adults, because they have different characteristics. According to Brumfit started that the characteristics of young learners are:

- 1). Children respond the language well through concrete things (visual things) rather than abstract things,
- 2). Children need physical movements and real activities to stimulate their thinking,
- 3). Children will be enthusiastic if they are taught using fun activities or being involved in activities,
- 4). Children love to play, and learn best when they are enjoying themselves,
- 5). Children learn well through something that is close to their culture, and
- 6). Children like to work together.⁹

Children of Elementary school are children at the age 7 up to 12, they are in the smart age and often show what they know and are proud of it.

⁷ *Ibid.*

⁸ Kasihani K. E Suyanto, *Op. Cit.*

⁹ Brumfit, [Http://peni.staff.uns.ac.id/2008/10/10/young-learner-characteristics/](http://peni.staff.uns.ac.id/2008/10/10/young-learner-characteristics/),

The writer wants to add several characteristics based on Mary and Jane opinion's in teaching children between seven and twelve.

They are:

- 1). Are learning to read and write in their own language
- 2). Are developing as thinkers
- 3). Understand the difference between the real and the imaginary
- 4). Can plan and organize how best to carry out an activity
- 5). Can work with other and learn from others
- 6). Can be reliable and take responsibility for class activities and routines

You as teacher can help them with:

- 1). Encourage them to read in English (stories, comics, reading games)
- 2). Encourage them to work meaning out for themselves
- 3). Explain things about language, but only very simple things
- 4). Use wider range of language input as their model for language use
- 5). Encourage creative writing and help them to experiment with language
- 6). Explain your intentions and ask them to help with organization of activities.¹⁰

From the explain above, the writer concludes that the elementary school students still need a specific guide from their teacher and people around them especially their parents in order to follow the lesson well. In addition, they get bored easily during the class activity, so teacher should make the class interesting.

2) Teaching Vocabulary

a. Definition of Vocabulary

Vocabulary is one of the language components which have to be mastered by students of all level of school in Indonesia in learning a

¹⁰ Mary Slattery and Jane Willis, *English For Primary Teachers*, (New York: Oxford University Press, 2003), P. 5

new language. They will get difficulties in using English if they are lack of vocabulary. As we know the language learners want to be success in studying language. Furthermore, they must be mastery most vocabularies. If students did not have more vocabulary, they cannot communicate effectively of express their ideas both oral and written form. Vocabulary is a listing of the words used in some enterprise.¹¹

According to the *Oxford Dictionary*, vocabulary is the total of words you know in particular language.¹²

According the definitions above, the researcher concluded that vocabulary is a stock of words in language, written or spoken with the meaning that considered as cultural meaning used by group or individual community because it uses of the people to communicate and interact to other people.

Learning is the process of changing behavior; it is headed to behavior well and headed to bad behavior. Learning is the development of new associations as a result of experience.

b. Ways to improve Vocabulary

Building up our vocabulary is arguably the most important part of a language learning process. If we do not have a base vocabulary to work with, we cannot study grammar, we have absolutely no use for spelling or pronunciation exercises and writing or reading is definitely out of the question. That is why it is crucial to have a good vocabulary work-up at the beginner of our studies but also to keep building it up as we go.

Here are a few ways for us to improve vocabulary:

1. Translated Texts

This is great method to use in the beginning of our studies, when we cannot handle reading (and understanding) a text solely in the foreign language we are emphasizing on. Translated texts

¹¹ <http://wordnet-princeton.edu/vocablary>

¹² AS Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 1995), P. 1337

act as a natural dictionary as they will involuntarily form connections as we read the two versions of the same text. The downside however is that if the texts are too ambiguous or too complicated, we risk misunderstanding entire phrases or mistakenly attributing meanings to certain words. That is why it is extremely important that the translated text we're working with is well written and does not have any slang, confusing words, words with different meanings and so forth. We should also look for the most basic translated texts at first. Do not worry if you find it silly to translate "It is hot during the summer", it is a starting point and we will not be better off skipping it.

2. Vocabulary Games

Vocabulary games are a great way to enhance our word base, but they should usually be used only as an additional method for this purpose. The fact with vocabulary games is that they cannot teach us the same amount of new words as say translated texts or other methods that deal with improving your vocabulary, but they can be a fun alternative to take during those study breaks. Also, remember that everything we learn while relaxing and having fun is assimilated a lot easier and for a longer period of time.

3. Foreign Language Media

Media is obviously a strong source of vocabulary gain and the fun fact about it is that you will not be shedding a sweat learning the new words, as they will come naturally. Every bit of radio, TV, stationary ad, computer game or any other type of media we can watch or hear in the foreign language we are studying should be treated as an opportunity to improve vocabulary. Obviously, some languages will be harder to learn through this method, whereas other will be extremely easy. English. If you find a good learning source, we could use foreign

language media as main method of vocabulary increase, but if these sources are scarce, we shouldn't rely solely on it.¹³

In this research, the writer uses "Vocabulary Game" to teach English common noun using word find puzzle.

c. Teaching Vocabulary at Elementary School

Learners see vocabulary as being a very important part of language learning and one of the difficulties in planning the vocabulary component of a course is making sure that it does not overwhelm other essential part of the course. The best way to avoid this is for the teacher and course designer to have set guiding principles that can be applied in a variety of teaching and learning situations.¹⁴

These can then be applied in course where there are parts of the course deliberately set aside for vocabulary development or in course where vocabulary is dealt with as it occurs in skill-focused or content focused lessons.

There are several principles for teaching vocabulary as follows:¹⁵

- a) Focus on the Most Useful Vocabulary First of circumstances.
Other has much more limited use. The vocabulary will be given by the teacher to the students is the vocabulary that will be needed in their activity. For example, the teacher gives some vocabulary relate to the objects in the classroom, the objects in the kitchen, etc. Some words can be used in a wide variety
- b) Focus on the Vocabulary in the Most Appropriate Way
The first principle looked at what words to teach and learn. This principle looks at how they should be taught and learned with appropriate method. For example, the teacher uses total physical

¹³ <http://www.ncbi.nlm.nih.gov/pubmed/16080348>

¹⁴ David Nunan, *Practical English Language Teaching, First Edition*, (America: McGraw-Hill Companies, 2003), P. 135

¹⁵ *Ibid.*

response, silent way, direct method, etc. which are appropriate with the theme of subject.

c) Give Attentions to High Frequency Words Across the Four Stands of A Course

High frequency vocabulary needs to occur in all four stands of a course. It should get deliberate attention through teaching and study and should be met in used in communicating messages in listening, speaking, reading and writing. High frequency vocabulary should also be fluently accessible for receptive use. For example, the teacher gives frequency word in speaking. The teacher asks the students to mention they use to take a bath.

d) Encourage Learners to Reflect On and Take Responsibility for Learning

So far, we have looked at principle that relates to choose what vocabulary to teach and the conditions needed for learning it. There is an important principle that lies behind choosing and learning and that is that learners need to realize that they must be responsible for their own learning. So that, the teacher should be creative in their teaching, for example, they can select specific words they will focus on each day. They can pre-select the words or they can have their students decide what words will be studied. For example, if students are going to study about fruits, they could learn a different variety each day, or teacher could ask each student to bring a new words relating to the fruits on the next attendance.

3) Nouns in Teaching and Learning

a. The definition of Noun

A noun is a word used to definition of persons, animals, living or animates object, concrete or abstract, and places.¹⁶

¹⁶ Junaidi, S. Pd, *Complete English Grammar* ,(Yogyakarta: Pustaka Pelajar 2010), P. 3

According Oxford Dictionary, noun is a word used to name or identify any of a class of things, people, place or ideas, or a particular one of these.¹⁷

According to Muhammad Bakri Ismail that nouns are the something that can be seen by sense.¹⁸

Nouns are usually the first words which small children learn. The highlighted words in the following sentences are all nouns. A noun can function in sentence as a subject, a direct object, an indirect object, a subject complement, an object complement, an adjective or an adverb.

From the definition above, the writer can draw a conclusion that noun is a word which is used to name or identify a person, place, thing, idea and condition.

b. Classification of Nouns

There are classifications of nouns. They are:

1). Proper and Common nouns

A proper noun is a special word (or name) that we use for a person, place or organization, like John, Mary, London, France, etc. Proper nouns have special rules. Proper nouns (also called proper names) are nouns representing unique entities (such as London, John, etc.), as distinguished from common nouns which describe a class of entities (such as city, plane or person).¹⁹ In English and most other language that use the Latin alphabet, proper nouns are usually capitalized.²⁰

Common Nouns	Proper Nouns
Man	Victor Hugo, Walt Disney
Mountain	Mount Kilimanjaro
State	Minnesota, California

¹⁷ AS. Hornby, *Op. Cit.* P. 791

¹⁸ Muhammad Bakri Ismail, *Qowa'idun Nahwi bi uslubil 'Asri* (Mesir: Darul Manaar, 2000), P. 8

¹⁹ http://en.wikipedia.org/wiki/proper_noun, On 11st January 2011

²⁰ "The Proper Noun" *EnglishForums.com*

Ocean	Atlantic Ocean, Indian Ocean
Country	United States, Australia
Building	Empire State Building
Cat	Button, Fluffy

Figure 2.3: The example of proper and common nouns.²¹

2). Countable and Uncountable Nouns

a.) Countable Nouns

Countable nouns are things we can count. For example: dog, umbrella, apple, job, suggestion and girl. It is can be divided in two parts:

(1.) Singular Countable Noun

Before singular countable nouns we can use *a/ an*.

Examples:

- That is a good suggestion
- Do you need an umbrella

We can use singular countable noun alone (without *a/ the/ my, etc.*)

Examples:

- I am looking for a job (not I am looking for job)
- Be careful of the dog (not be careful of dog)
- Would you like a cigarette? (Not would you like cigarette?)

(2.) Plural countable noun

We can also make plural countable noun.

Examples:

- Two dogs
- Six jobs
- Some girls
- Many suggestion

b.) Uncountable Nouns

Uncountable nouns are things we cannot count. For example: gold, music and excitement. They have we cannot say “musics”, “bloods” and “excitements”. Before, uncountable nouns can say the/ this/ some/ any/ much/ his, etc.

Examples:

- The music
- His blood
- Some gold
- Much excitement

But we cannot use a/an before uncountable noun. Such as “a music”, “an excitement” or “a blood”.

3). Concrete and Abstract Nouns

Concrete noun refers to physical bodies which we use at least one of our sense to observe. For instance: “chair”, “apple” or “Janet”. Abstract noun on the other hand refers to abstract objects, which are ideas or concepts such as “justice” or “hate”. In English, many abstract nouns are formed by adding noun-forming suffixes (“-ness”, “-ity”, “-tion”, etc.) to adjectives or verb. For example: “happiness”, “circulation”, “serenity”, etc.

4) Games

a. General Concept of Games

There is a common perception that all learning should be serious and solemn in nature. Actually, it is not really learning. This is misconception. Learning should be full of fun, hilarity and laughter. It is possible to learn a language as well as enjoy oneself at the same time. Games play an important role in teaching and learning process. They can often help the students understand something presented better than telling them verbally.

The enjoyment of games is not restricted by age. Some individuals, regardless of age, maybe less interested in games and the role of the

player. It is generally accepted that young learners and adults are very willing to play games.

There are some characteristic of games such as below:

- a). Clear, achievable goals, rules, measurable outcomes and rewards
- b). Appropriate challenge, gradually increasing difficulty
- c). Interaction and feedback
- d). A safe environment to explore and in which to make mistakes
- e). Collaboration and/or competition
- f). A narrative or fantasy setting.²²

b. Types of Games

Games usually use variety of techniques which are important in language teaching. The simplest games are shorting, ordering or arranging games. These are usually played in pairs or small groups.

According to Hadfield, there are eight types of game as follows.²³

- 1). Guessing games are familiar variant of games. The player with the information deliberately with holds it, while others guess what it might be.
- 2). Search games are another variant, involving the whole class. In those games, everyone in the class has one piece of information players must all or a large amount of the information available to fill in a chart or picture or to solve a problem.
- 3). Matching games are based on a different principle, but they also involve a transfer or information. These involve matching corresponding pairs of cards of pictures, and may be played as a whole class activity.
- 4). Labeling games involve matching labels to items in pictures.

²² Wikipedia, “*Using Game to Enhance LEARNING AND Teaching*”, <http://www.slideshare.net/nicwhitto/using-games-to-enhance-learning-and-teaching>. On 11st January 2011

²³ <http://goergejacobs.net/MIArticles/Games%20for%20Language%20Teaching.doc>

- 5). Exchanging games are based on the “barter” principle. Players have certain article, cards or ideas which they wish to exchange for others. The aim of the game is to make an exchange which is satisfactory to both sides.
- 6). Role play games are given the name and some characteristics of a fictional character.
- 7). Board games and Card games are familiar game types, where the aim is to be the first round the board, or to collect the most cards, or to get rid of the cards and squares on the board are used as stimulus to provoke a communication exchange.

From the types of game, word find puzzle is one of search games. In this game, everyone in the class has one piece of information players must all or a large amount of the information available to fill in a chart or picture or to solve a problem. It can be played by groups or one by one.

The Advantages of games:

- 1) The students could be more interested in learning the material
- 2) The teacher did not need to explain too many materials.²⁴
- 3) Games are a welcome break from the usual routine of the language class.
- 4) They are motivating and challenging.
- 5) Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
- 6) Games provide language practice in the various skills.
- 7) They encourage students to interact and communicate.
- 8) They create a meaningful context for language use.²⁵

²⁴ Nova Pravita Rusdiana, *The Advantages and Disadvantages of using games in teaching vocabulary to the grades of top school the Faculty of Letters and Fine Arts*, (The Library of University of Sebelas Maret)

²⁵ Lee Su Kim, 'Creative Games for the Language Class',
<http://www.teflgames.com/why.html>, On 11st January 2011

c. Word Find Puzzle to Teach Common Noun

a) The definition of Word Find Puzzle

A puzzle is an enigma or problem that seeks to test the inventiveness of the problem solver, at times depending on how fast they have been able to solve it. Puzzle games are not only fun to play, but also sharpen the mind and increase our speed of thinking.

A word search, word find, word seeks or mastery word is a word game that is letters or a word in a grid, that usually has a rectangular or square shape. The object of the game is to find and mark all of the words hidden in the grid. The words may have been placed horizontally, vertically or diagonally. They may have been written backwards or not. Often a list of hidden words is provided, but more challenging puzzles may let the player figure them out. Many word search puzzles have a theme to which all the hidden words are related.²⁶

Word searches are commonly found in daily newspaper or puzzle books. The teacher can use them as educational tools for children. The benefits are the students can learn new words and their spelling by intensively searching for them in the puzzle.

Y	O	S	T	Z	T	R	E	E
L	M	F	B	D	C	B	E	L
V	P	B	O	O	K	N	K	L
T	R	S	Z	G	I	R	L	J
Y	U	H	V	A	C	B	R	E
I	S	A	T	P	A	M	Q	X
V	Z	N	X	M	T	N	W	O

²⁶ Wikipedia, <http://dictionary.sensagent.com/word+search/en-en/>, on 11st January

X	O	D	F	J	P	Q	T	U
M	R	T	E	A	C	H	E	R

Figure 2.2: The example of word find puzzle

b) How to apply Word Find Puzzle

Word Find Puzzle is one method which is effective to be used in foreign language learning especially in teaching vocabulary to beginner. It is important for the teacher to be creative and innovative.

The following steps in teaching English common noun using Word Find Puzzle are:

1. The teacher divides the students into four groups and to choose volunteer to be headman in each group
2. The teacher divides sheets of Word Find Puzzle to each group
3. The teacher asks the head man to in front of the class to give some clue or scrambled clue to his group one by one
4. After the question was answered, each headman must write down in the black board
5. The teacher discusses the students' answer
6. The teacher asks the students to pronounced their answer word by word together

B. Previous Research

In this part the writer describes some previous researches which are relevant to this thesis. First, thesis under title, Teaching Noun to Elementary School Students Using Games (A Case Study of The Fourth Grade of SDN Sriwedari 1 Salaman Magelang In the Academic Year of 2006/2007) by Nurul Rahmawati, (2201402518). Her study is limited to describe the difference of vocabulary achievement between the students who have been taught using games and those who have been taught using conventional method among fourth grade of elementary school students, and to describe the effectiveness

of using games in teaching noun to the fourth grade of elementary school students.

To know the result of her result of her researcher, she has given pre test before treatment and after this given post test. She used an experimental research so she needed two classes, control class and experimental class. The result of this research shows significant difference of nouns vocabulary achieved by the students who have been taught using games.²⁷

Second, thesis under title “The Effectiveness of Using Card game in Teaching Vocabulary to Beginners (An Experimental Study at the Year fourth the students of SDN Kepohkencono 01 Puncakwangi Pati the Academic Year 2007/2008)”, by Hanik Mas’udah (NIM: 2201403584) of English Department, Language and Art Faculty, State University of Semarang 2008. In this research shows that using bingo game is effective for teaching English nouns to beginner than conventional method, because the experimental group get higher result that the control group.²⁸

Third, thesis under title “Using Games to Teach Vocabulary : A Case Study of the Forth Years Students of SDN 02 Plosoharjo Depok-Soroh In The Academic Years of 2007/2008” by Dian Mayliana, Faculty of Languages and Arts Education, IKIP PGRI Semarang, 2008. The result is games have involvement in teaching vocabulary.²⁹

This research is different from previous ones. This research focuses on Word Find Puzzle to improve students’ understanding on Common Noun with experimental study.

²⁷ Nurul Rahmawati “*Teaching Noun to Elementary School Students Using Games. (A Case Study of the Fourth Grade of SDN Sriwedari 1 salaman Magelang in the Academic Year 2006/2007)*”. The Faculty of Language and Arts Department of English Education. (The Library of UNNES, 2007)

²⁸ Hanik Mas’udah “*The Effectiveness of Using Card game in Teaching Vocabulary to Beginners (An Experimental Study at the Year fourth the students of SDN Kepohkencono 01 Puncakwangi Pati the Academic Year 2007/2008)*” English Department, Language and Art Faculty, State University of Semarang (The Library of UNNES: 2008)

²⁹ Dian mayliana “*Using Games to Teach Vocabulary : A Case Study of the Forth Years Students of SDN 02 Plosoharjo Depok-Soroh In The Academic Years of 2007/2008*” Faculty of Languages and Arts Education, IKIP PGRI, (Semarang : IKIP PGRI, 2008)

C. Research Hypothesis

It refers to the basis belief of researcher which enables him or her to carry out the research. It is provisional truth determined by researcher that should be tested and proved.³⁰

In this research, the hypothesis can be stated as follow:

Ha : The use of Word Find Puzzle is more effective to improve the students' understanding on Common Noun than non Word Find Puzzle

³⁰Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006), 13th Ed, p.116.