# CHAPTER I

# INTRODUCTION

This chapter discusses the background of the research, research problems, objectives of the research, research hypothesis, significance of the research, scope and limitation of the research, definition of key terms, and paper organization of the research.

## A. Background of the Research

Language is a tool when we want to speak with other people. According to Richard (1999:8) language is language, whether it is spoken, written, signed, or represented visually. It means that language is the most important ways to express idea to other people. Without language people cannot communicate each other, moreover they cannot build relationships of communication. In the era of information, we can get information from the Internet. Language is the most important in the world. However, it is very interesting and useful learn of language as one can have many advantages from knowing it. People can communicate each other easily in the world if they master English, because English is an international language.

Learning English is very important. English used by people around in the world. English as one of the most influential languages in the world is very important to study, because it can be used to develop of knowledge. According to

Brown (1995:25) the approach was generally communicative and the syllabuses were generally organized around the functions and skills that students would need to effectively use English in their studies. Without mastering English, we cannot communicate well with other people. It is used in many aspects of life such as communication, education and knowledge. Therefore, the people must be able to communicate English well.

One important aspect of learning English is vocabulary. Vocabulary is the basic competence. Vocabulary should be mastered by students. Vocabulary can extend to spelling instruction, to communicate, and make a sentence. Without vocabulary, students cannot express our idea and feel difficult to communicate each other. Nunan (1999:10) stated that vocabulary is more than lists of target language words. As part of the language system, vocabulary is intimately interrelated with grammar. It means that the students' to master the grammar is very important, because it is collections of grammar rules and the vocabulary collection will be result in a sentence. Thus, learning to master grammar is very important and learning vocabulary will used a lot of time for students in learning process.

According to Pollard (2008:13) vocabulary is a basic building block of language learning. It means that we need to know words, their meanings, the spelling and how to pronounce. When teaching vocabulary, it is emphasized to explain the meaning as well as the spelling and pronunciation. Vocabulary as one of important component in language learning cannot be ignored. Without vocabulary, the students cannot master English well. The students have

difficulties on mastering vocabulary because English are considered as a difficult subject. Therefore, vocabulary achievement must be on the first priority in English language teaching and learning process. Without mastering the vocabulary, it will be difficult for learners to master the language skills. Teaching vocabulary is then important to be taken into account.

Teaching English vocabulary in Junior High School is very good to improve new vocabulary, with some new words that can help students to improve their skills in English. Teacher can teach vocabulary in Junior High School using crossword puzzles. According to Nation (1994:99) one of the most famous games is crossword puzzles which have been beneficially used in teaching learning process. Nation claimed that "crossword puzzles can be used at any level and it is a wonderful way to bring vocabulary from many different lessons". Hence, improving vocabulary by using games has some advantages in teaching vocabulary. The first, games bring in relaxation and fun for the students, thus it helps them learn and retain new words more easily. The next, game usually involves friendly competition and game keeps learners interested, and also games create motivation for them. The last, vocabulary games bring real world context into the classroom. This is meaningful and helpful all of the students to participate in learning process.

Furthermore, one of the alternative games which can be applied to teach vocabulary is crossword puzzle. Because the crossword puzzle offers a challenge that will motivate the students to try to fulfill the puzzle. Edward (1998:74) stated

that "there are some of activities that will help build vocabulary that are using words in conversation and doing crossword puzzle". By crossword puzzle, the students can get new vocabulary and improve their vocabulary. It gives opportunities for the students to practice and repeat the sentence pattern and vocabulary. According to Hornby (1987:959) Crossword Puzzle is a puzzle or a wordplay in which words have to be written form numbered clues vertically and horizontally in spaces on a squared or oblong. Crossword puzzle is not only a game but also a teaching media which can provide the best exercise to improve the students understanding in comprehend in the meaning of words. By using crossword puzzles the teacher can invite students to come to the material of English and to make the process of teaching learning is not bored.

Karim and Hasbullah (1986:36) stated that one of the interesting techniques in teaching language is crossword puzzle. Crossword puzzle game can be used to teach vocabulary. Thus, in this game very interested for the students' in teaching learning of vocabulary. It showed that crossword puzzle can be used to students' interest and make the students feel relax. Crossword puzzle is a game that helps students, teacher can enhance sharper thinking skills, improve student vocabulary, and it helps the teacher to achieve the goals in studying English. Crossword puzzle can train the student's brain to recall the new words. Thus, the use of crossword puzzle is effective for the students to increase the students' vocabulary.

The previous study, the first which was conducted by Vina Asyfa (2013), has proven that there is a significant difference of students' in English vocabulary

mastery by using Crossword Puzzle. The next was conducted by Rosnelly (2010), it is focused to find out the improvement of teaching English by using crossword puzzle to improve students' vocabulary mastery while having fun. The last was conducted by Ria Anggelia Tambun (2014). Her discussion focused on the influence of using crossword puzzles which can improve students' vocabulary or not. Hence, the researcher's reason in choosing SMPN 2 Sumbergempol is that the students vocabulary are very limited and have low motivation in learning English. They think that English is very difficult to learn. One of possible causes of this problem is that the teacher still uses the conventional method in teaching materials. The teacher just explains the materials and then gives exercises in written form. There is no variation or other teaching media used by her/him. The only teaching media are text book and blackboard. This method makes the students sometimes feel bored. Therefore, the researcher interest to conduct the research in Junior High School by using crossword puzzle in teaching vocabulary to make student more interest with English learning.

Based on the background above, the researcher is interested to conducting research entitle *"The Effectiveness of Crossword Puzzle Game towards Students' Vocabulary Achievement at First Grade of Students in SMPN 2 Sumbergempol"*.

## B. Research Problems

This research tries to find the answer of the following questions:

1. How is the students' score in Vocabulary before being taught by using Crossword Puzzles Game?

2. How is the students' score in Vocabulary after being taught by using Crossword Puzzles Game?

3. Is there any significant difference score on students' vocabulary before and after being taught by using Crossword Puzzles Game?

## C. Objectives of the Research

The objectives of the research that go from the research problems:

1. To find out the students' score in Vocabulary before being taught by using Crossword Puzzle Game.

2. To find out the students' score in Vocabulary after being taught by using Crossword Puzzle Game.

3. To find out any significant difference score on students' vocabulary before and after being taught by using Crossword Puzzle Game.

## D. Research Hypothesis

Based on the question of this research, the problem can be answered by the following hypothesis:

1. Null Hypothesis (Ho)

The Hypothesis read "There is no significant differences on vocabulary score of the students' before being taught by using crossword puzzles and after being taught by using crossword puzzles."

2. Alternative Hypothesis (Ha)

The Hypothesis read "There is significant difference on vocabulary score of the students' before being taught by using crossword puzzles and after being taught by using crossword puzzles."

**E.  Significance of the Research**

1. For the teachers

This research gives contribution in improving students' vocabulary mastery and the teacher can use crossword puzzle game in teaching vocabulary.

2. For the students

The result of this research can motivate the students to improve their vocabulary mastery and can make the students relax and fun to improve their vocabulary mastery by using crosswords puzzle game.

3. For the researcher

The researcher will understand more about crossword puzzles game and to find out the effectiveness of crossword puzzle game in the teaching vocabulary.

**F.  Scope and Limitation of the Research**

The scope of the research is on studying vocabulary. There are many media to teach vocabulary and it is not possible for the research to tell all of the media. So the researcher makes limitations as follow:

In addition, this research will apply the media especially crossword puzzle in increasing vocabulary achievement to the first students in SMPN 2 Sumbergempol. The research only focuses on the simple vocabulary especially vocabulary of animal and part of body. Because those are the first materials that will be learn by the first grade students in SMPN 2 Sumbergempol.

## G. Definition of Key Terms

The definition of key term for the readers as follow:

1. Crossword puzzle is game in which words have to be guessed from clues and the students have to think carefully in order to answer it, it can be horizontal and vertical.

2. Vocabulary achievement is a basic building block of language learning. We need to know words, their meanings, how to spell and how to pronounce. When teaching vocabulary, make sure to explain the meaning as well as the spelling and pronunciation. (Lucy Pollard, 2008:13)

## H. Paper Organization of the Research

The organization of this thesis is given in order to understand the content of the thesis as follows:

**Chapter I** is introduction.

This chapter explains the background of the research, research problems, objectives of the research, research hypothesis, significance of the research, scope

and limitation of the research, definition of key terms and paper organization of the research.

**Chapter II** is review of related literature.

This chapter includes the review of related literature and review of related studies.

**Chapter III** is research methodology.

This chapter presents of research design, subject of the study, research instrument, validity and reliability testing, normality and homogeneity testing, data collecting method and data analysis.

**Chapter IV** is finding and discussion

This chapter present the description of data, hypothesis testing (if hypothesis is tested) data analysis and discussion.

**Chapter V** is conclusion and suggestion

This chapter present of the conclusion and suggestion.