

CHAPTER I

INTRODUCTION

The first chapter emphasizes the explanations of why the researcher conducted the study. It is discuss about background of the study, research question, research objective, significance of the research and hypothesis.

1.1 Background of the Study

English as an international language is very important for everyone. English is used to communicate with people in the other countries. This is why students have to learn English well. As launched by Decree of the Minister of Education and Culture No. 060/U/1993 dated 25th February 1993, the Indonesian government has determined English as the foreign language to be learned by the students in Indonesia from elementary school as local content up to the university level. English involves four skills; they are listening, speaking, reading, and writing. Furthermore, there are many aspects of English language that can develop the four English skills such as grammar, pronunciation, and also vocabulary.

Vocabulary becomes a central part in English. It plays an important role in the four language skill. The students need vocabulary to express their ideas, knowing and understanding the text and the others. Vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning (Alqahtani, 2015:25). It tells us that without

using vocabulary, it is impossible for someone to make a meaningful communication.

The American Heritage Dictionary defines vocabulary as “the sum of words used by, understood by, or at the command of a particular person or group.” It means that vocabulary must be understood by the peoples. If the peoples can understand the vocabulary, they can use English to communicate with the others easily. This is one reason vocabulary is important and need to learned by the students.

Thornbury (2002:13) stated “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” It means that if someone wants to be able to convey meaning they need vocabulary. Although someone has known sentence structure but if he/she does not the vocabulary, he/she will remain unable to say or write anything and the grammar knowledge will be useless. So by improving the vocabulary, it will be a basic for someone to communicate what is in their mind using the targeted language.

Knowing the vocabulary is not enough yet. The students need to mastery their vocabulary. Vocabulary deals with words and meaning. Mastery itself means the comprehensive the knowledge. So, vocabulary mastery is comprehensive knowledge to recognize, understand and produce stock of words and their meaning. The vocabulary mastery will affect someone’s ability in using the language either in spoken or written form.

In Junior High School, most of students still have less vocabulary. They do not interest with vocabulary teaching. They consider that learning a new vocabulary is a tedious job. They try to learn lists of words in a few hours, but they still forget what they have learned. It is also found in the grade VII of SMP N 1 Batealit Jepara. They are usually forgot the vocabularies that they have learned, despite a simple words.

Realizing the importance of learning teaching vocabulary, the teacher need to use the appropriate method that can make students interest with the learning process, so that the students can improve their vocabulary mastery. All the teaching methods can be used in teaching learning. But, not all the methods can helpful the students. Among all the methods, game is one of the method that can make the students interest with the learning process. Game also can make the students feel enjoy and not feel bored during the learning process.

There are so many games that can be used in teaching learning process. One of them is crossword puzzle games. Crossword puzzle is a game which is consists of words in the grid that has to think carefully to guess from the clue and can be exercise the mind. Crossword puzzles also better to train vocabulary mastery. Crossword puzzle is not just game, but it is also help the students to memorizing the words. It can also make the classroom enjoy and funny. So, the students can memorize the new vocabularies easily.

Teaching vocabulary through crossword puzzle game makes the classroom more enjoyable and productive place both students and the teacher. Crossword solving involves several useful skills for example excess of vocabulary, reasoning, spelling, and word attack skills. Vocabulary development in certain quantities and the introduction of new words will be one purpose if someone plays any crossword puzzle solving, a person must be able to identify and understand the vocabulary being used. This often involves acquiring new vocabulary and brings students to intentionally interest in attending the meaning behind new vocabulary. It can also involve making differentiations between similar words. Based on Harahap (2013:5), a crossword also requires exact spelling, which for students may mean practicing dictionary skills. Furthermore, crossword puzzle is helping the students to develop and enrich their stock of vocabulary and it helps the teacher to achieve the goals in studying English. This game is designed to avoid the boredom of the student in learning English specially vocabulary.

To summarize the description above, the researcher concludes that crossword puzzle games give the students' chance to be active and participate in learning vocabulary. The students can discuss together with their friends to find the answer of the crossword puzzles. The teacher will give some clues in the crossword and the students must answer it. The students will understand and remember about vocabularies easily.

Based on the background above the researcher proposes a research entitled “The Effectiveness of Crossword Puzzles in Improving Students Vocabulary Mastery (An Experimental Research of the Seventh Graders of SMP N 1 Batealit Jepara in the Academic Year of 2018/2019)”.

1.2 Research Question

From the explanation above, the researcher formulated the research question as follow: How effective is the use of the crossword puzzles in improving the students’ vocabulary mastery of the seventh graders of SMP N 1 Batealit Jepara in the academic year of 2018/2019?

1.3 Research Objective

The objective of the research is to examine the effectiveness of crossword puzzles in improving the students’ vocabulary mastery of the seventh graders of SMP N 1 Batealit Jepara in the academic year of 2018/2019.

1.4 Significance of the Research

The result of the research was expected to be able to give the following benefits for:

1.4.1 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 junior high school.

1.4.2 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.

1.4.3 Methodologically

The benefit of this research can give inspiration to the teacher in order to can use the method which is appropriate in teaching learning process.

1.5 Hypothesis

Based on Mubarok (2015:29), hypothesis is temporary answer to the formulation of research problems. It means that before conducting a research, researcher must have a hypothesis or a temporary answer to the research problems. There are two kinds of hypothesis, they are:

1.5.1 The Null Hypothesis (Ho)

The researcher formulates the null hypothesis (Ho) as follow: "There is no a significant difference in students' vocabulary mastery between the students who are taught by using crossword puzzle and those who are not using crossword puzzle"

1.5.2 The Alternative Hypothesis (Ha)

The researcher formulates the alternative hypothesis (Ha) as follows: “There is a significant difference in students’ vocabulary mastery between the students who are taught by using crossword puzzle and those who are not using crossword puzzle”

1.6 Thesis Organization

This research consists of five chapters which can be described as follows:

Chapter I includes about introduction of the research that contains the following points: background of the study, research question, research objective, significance of the research and hypothesis.

Chapter II talks about the review of related literature which contains two subjects. There are previous study and theoretical framework.

Chapter III deals with research methodology that consists of research design, research setting, population and sampling, technique of data collection, technique of data analysis and statistical hypothesis.

Chapter IV describes about result and discussion of the research.

Chapter V presents the conclusion and suggestion of the research finding.