

CHAPTER I

INTRODUCTION

A. The background of the Research

English Language is becoming more and more important in Indonesia as it is use for different purposes, such as teaching, cultural and among others. In Indonesia, English is as a one of foreign languages, which is taught in elementary school, junior high school, and senior high school. Goldstein (2008) stated “language is system of communication using sounds or symbols that enables us to express our feelings, thought, ideas, and experiences” (p. 294). It means language is important for communication namely, it can be to enable people expressing their feelings, thought, ideas, and experiences.

There are many international languages around the world used for communication internationally. Among them one of the languages commonly used in Indonesian is English. It means that English is the foreign language used in Indonesia that will help Indonesian to communicate with others from foreign countries in many subject matters. Geoffrey (2006) stated that English is a foreign languages means that it used at schools widely, but it does not play an essential role in national or social life. English becomes the international language since it used for business, scientific, and academic matter around the world.

In teaching and learning English, there are four skills that students need to acquire: listening, speaking, reading, and writing. According to Alexander (2005) “words are the key communicate and strong vocabulary to all areas of communication such as listening, speaking, reading, and writing” (p. 22). Without having enough vocabulary, the students will have difficulties in understanding the text, unable to speak English, and difficult to write their own idea. It means that students should learn vocabulary; it help them convey their thought and feelings clearly.

There are several ways to teach vocabulary. Salim (as cited in Seda, 2012) stated, “vocabulary is not easy to master in learning English” (p. 16). Teaching vocabulary in right technique is needed in order to give motivation for students. And the teachers can use them keep students remembering vocabulary such as playing games, picture, stories and favourite songs. Teachers should choose the strategy or technique what is appropriate to use in teaching vocabulary.

There are some problems in teaching and learning English in SMP N 160 Jakarta at Ceger, Jakarta Timur. It was found that most of the students at the seventh grades had difficulties in mastering vocabulary, especially in mastering antonyms and synonyms. The students were still confused about how they could memorize some words and define the meaning of vocabulary. Teachers are mostly confused about the techniques and methods used for teaching English. Sometimes, the teaching techniques used do not give any improvement in students’ English language skill. It can be seen from students’ reports that their score is not good enough. Meanwhile, the students often did not understand about the lesson and find difficulties in comprehending the

lesson, due to their lack of vocabulary. Lack of vocabulary usually comes along with the disinterest of learning vocabulary itself.

In the classroom, the students are still difficult to communicate using English. It can make the students lazy to learn English. This causes students to lack vocabulary. Students did not understand the new vocabulary in English, and they just only keep silent if the teacher asked questions in learning. Their score is not good in learning. Where researchers need to apply methods that can make students interested in learning. Researchers must use appropriate methods in the teaching and learning process that can make students easily obtain new vocabulary. Researchers choose crossword puzzles, because students can get new vocabulary and increase their vocabulary.

From the problems above, teacher should find what technique could be used for solving the problem. One of the techniques that can be used in teaching vocabulary is playing game. This technique is designed to encourage students' interests to learn with pleasant. There are many games that can be played in teaching vocabulary such as is Jumble word puzzles, Acrostic Puzzle, Word search puzzle, and Crossword puzzles but the researcher's concern was Crossword Puzzle. Because, Crossword Puzzle is a good way to teach vocabulary especially to the student who are lack of vocabulary mastery including the meanings, antonyms, and synonyms. It can be used in the vocabulary teaching learning process to increase the students' motivation.

Several researchers have conducted the previous studies about the effectiveness of using Crossword Puzzle in teaching vocabulary. The first study was conducted by Ratnawati (2013) entitled "The Effect of Using Crossword Puzzle on Vocabulary

Achievement of the Eighth Year Students at SMP Negeri 5 Jember”. The students’ scores of vocabulary achievement were analysed by applying t-test formula the result indicated that the value of t-test was 1.67, while the t-table with the significant level 5% and degree of freedom (df) 72 was 2.54. The value of t-test was 1.67 and it was lower than 2.54 ($1.67 < 2.54$). In conclusion, the null hypothesis (H_0) was rejected while the alternate hypothesis (H_a) was accepted. In conclusion, there was a significant effect of using Crossword Puzzle on Vocabulary achievement of the students at SMP Negeri 5 Jember.

In the second was conducted by Marafah (2006), the result of the observation showed that games treatment significantly improved the students’ vocabulary. It proved that the use of crossword puzzle could improve the vocabulary achievement of the eighth year students at SMP N 2 Tegalsari, Banyu Wangi in the 2010/2011 academic years. It was proved by the increasing of 4.18 point from the first cycle implementation of the treatment. There was an increase of point from the first implementation to second implementation. It signified that the use of media was useful in teaching vocabulary because it raised the students’ vocabulary achievement.

The third was conducted by Zunita (2010) entitled “The use of crossword puzzle to improve vocabulary mastery (Classroom Action Research on the first grade students). This is shown by the students’ enthusiasm in doing crossword puzzle and the most of students better understand what the teacher taught in cycle II than in cycle I. Moreover, the students’ achievement of vocabulary has improved by using crossword

puzzle in their tests. Furthermore, the result of t-test calculation cycle I is 5.97 and in cycle II is 6.33.

B. The problem question of the Research

Based on the description in the background section above, the specific research question is “Is there any significant effects of using crossword puzzle games to students’ vocabulary at SMP N 160 Jakarta?”

C. The objective of the Research

The objective of this study is to find out the significant effects of using crossword puzzle games to students’ vocabulary at SMP N 160 Jakarta.

D. The scopes of the Research

Due to the researcher’s time and budget constraints, the researcher made limitation for this research. The participants are 64 students in this research were limited to second grade students of SMP N 160 Jakarta. Method used in this research was experimental design. The researcher only focused on the effect of using Crossword Puzzle Game on the seventh graders’ vocabulary at SMP N 160 Jakarta.

E. The significances of the Research

1. To students, the result of this research can provide new experience in vocabulary mastery by using Crossword Puzzle.

2. For teachers, they will get information about the effectiveness of using Crossword Puzzle in students' vocabulary mastery. They could get a description about how to teach students in English classes especially vocabulary by using this technique.
3. For other researcher, the results of this study provide information further for conducting research on the same area. They could compare this research to the next research.